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ABSTRACT

This curriculum guide for teachers of levels 1, 2, 3, and 4 Spanish stresses the development of basic language skills and an increased understanding of cultural aspects of the country. Each of the course levels is outlined in these areas: (1) guiding principles; (2) course objectives; (3) content and scope--topics, structures, vocabulary, and culture; (4) suggested activities; (5) methodology; and (6) student evaluation. An extensive, functional vocabulary list is provided for each level. Appendixes include a list of celebrated holidays and a directory to supplementary instructional materials. A bibliography is provided. (RL)

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SPANISH

LEVELS I, II, III, IV

BUFFALO PUBLIC SCHOOLS BUFFALO NEW YORK
DIVISION OF CURRICULUM EVALUATION AND DEVELOPMENT

1970

FL002 428

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BUFFALO, NEW YORK

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FOREWORD

For decades, modern languages have been taught in high schools in the city of Buffalo. In recent years, foreign language courses have been introduced in junior high, middle, vocational and some elementary schools. The emphasis on foreign language learning has shifted from its primary concern with language as literature to language as communication. As the pupil develops an ability to understand and speak a new language, he should become more and more aware of the customs and institutions of the people who use this language as well as the significant features of their country – the geography, economy, government, history, literature, music and art.

A committee was organized to prepare a guide which would help teachers introduce Spanish to pupils with these new goals in mind. Everyday Spanish is intended as a guide to teachers in the development of the foreign language skills of listening, speaking, reading, and writing, and for the encouragement of an awareness of the Spanish culture and civilization.

I should like to commend the committee of teachers, which under the direction of Dr. Joseph Vocolo, Director of Foreign Languages, has prepared this excellent guide.

Joseph Manch
Superintendent of Schools

STATEMENT OF PHILOSOPHY

As the United States has become more involved in world affairs, awareness of the importance of language has increased. Knowledge of foreign languages has become indispensable to such fields as diplomacy and foreign trade, and is extremely valuable to the cultural development and technological advance of any nation.

Studying a foreign language is no longer a cultural luxury. It is our responsibility to provide as many children as possible with necessary language skills. We must now aim to achieve much more in foreign languages in school than we attempted before. We must interest a larger number of pupils in the study of foreign language and encourage them to continue long enough to become proficient. The National Association of Secondary School Principals has recommended that all pupils should have the opportunity to elect foreign language study and to continue it as long as their interest and ability permit. An experience with a foreign language should be offered as an element in the general education of every American boy and girl.

The Jet Age has necessitated a change in the goals and methodology of foreign language teaching, and modern aims now include the following:

1. To bridge the gap between our culture and those of others through the recognition of the universality of human relationships, and to emphasize the fact that there are many ways of doing things.

2. To make students aware of their heritage which has been enriched by the contributions of the peoples of other nations.

3. To strive for the personality enrichment of our pupils by increasing their self-esteem, self-confidence and their ability to communicate with others.

4. To introduce the pupils to different modes of thinking.

5. To qualify our pupils for economic improvement.

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LEVEL I

GUIDING PRINCIPLES

Teaching Everyday Spanish presents a new and challenging experience that will require a somewhat different approach. In order to achieve goals which are immediate and satisfying, these goals must be simple and concrete rather than complex and abstract. Attention must be given to the selection of activities which are appropriate to the maturity level of the pupils.

As a rule, textbooks do not adequately provide for a gradual introduction of new concepts or for abundance of repetition and reinforcement. Teahcers must therefore, plan to provide many supplementary classroom experiences. The teacher must also identify opportunities which supply realistic practice in skills by communicating ideas in daily classroom activities.

Pupils should learn the basic sound system of the Spanish language in functional expressions before learning to read and write it. Thus, the first unit should be strictly audio-lingual. The sequence of learning Spanish should be listening, speaking, reading and writing.

Experience proves that the textbook should not be issued until the satisfactory completion of the first unit. The use of audio-visual materials such as maps, filmstrips, charts, transparencies, slides, films and flash cards, is highly recommended. During the pre-reading period, if any work is to be assigned, it should preferably be in the area of culture. Use of English is suggested for the original presentation of cultural material, but subsequent references to this material material may be in the target language.

OBJECTIVES

I. Linguistic

A. Presentation of sufficient material to enable the pupils to identify and describe themselves, their families, classmates and friends, and to talk in fundamental terms about their daily experiences at home, school, work and recreation.

B. An emphasis on the skills of aural comprehension and speech. Reading and writing of recombined expressions will be used for reinforcement.

II. Cultural

A. A basic understanding of the life and customs of the Spanish speaking peoples.

B. The acquisition of sufficient knowledge of the values and behavior of the Spanish speaking peoples to encourage a willingness to understand their way of life.

C. A knowledge of significant geographical features of Spain and Latin America.

D. An appreciation of Spanish and Latin American contributions to the American heritage and contemporary culture.

CONTENT AND SCOPE

On the first level, pupils will respond readily to concrete situations in their immediate environment. For this reason, vocabulary and structures based on these experiences are to be used. This course of study will be based on a topical approach and will embrace in a general way, the first half of the text used.

I. TOPICS

A. Greetings and Identification

B. School Life

1. The school
2. The classroom
3. The subjects
4. The teacher
5. The classmates
6. Sports and other forms of recreation
7. The numbers 1 - 100
8. Time and the calendar
9. Weather

C. Family Life

1. Members of the family
2. The home
3. Getting up and going to bed
4. Clothing
5. Meals
6. Weekend schedule

D. The Neighborhood

1. The street
2. Shopping
3. Health services
4. Public services
5. Neighbors
6. Restaurant

II. STRUCTURES

Grammar structures should be introduced with vocabulary. They should be employed to attain previously stated objectives and used as their need arises, regardless of their place in the structural chart.

In this guide the number of structures is limited to those which are essential for audio-lingual competency. Items which contain abstract concepts are avoided.

Structures must be presented so that the pupils understand the functions as demonstrated by their usage and so that they become part of the pupils' habit of expression. They should be taught by using them in carefully constructed drills in the foreign language. Grammatical explanations, if given at all, should follow the use of the structures, and reinforcement of the desired language habit will take the form of additional drills.

The New York State Syllabus recommends that a combination of the following factors determine the sequence of the structures.

Their relative simplicity
Their relative importance in the spoken language
Their logical use with other structures to be learned within the grade
Their logical development from structures previously learned

A. Articles

1. Definite
2. Indefinite
3. Contractions with *a* and *de*
4. Use with titles and classifying nouns (limited to constructions such as: *el señor, la señora, la señorita, la avenida, la calle*, etc.)
5. Use with languages *(El español es una lengua bella).*
6. Omission with languages after *hablar, de, en (Hablo inglés. Es una clase de español. Contesten en español.*

B. Pronouns

1. Gender and number
2. Use of *de* for possession
3. Use of personal *a*

C. Nouns

1. Subject: For "you" in the plural, use *Vds.*
2. Interrogative: *quién (es), que, a quién (es), de quién (es), cúal (es)* with *ser, cuándo*

D. Adjectives

1. Gender and number
2. Simple agreement
3. Position
4. Common adjectives
5. Exclamatory and interrogative *qué (¡Qué bonito! ¡Qué diá hermoso! ¿Qué hora es?)*
6. Interrogative: *¿Cuándo?*

E. Adverbs

1. Common adverbs as vocabulary
2. Interrogatives such as: *¿Como? ¿Por que? ¿Para qué? ¿Dónde?*

F. Negatives

1. Placement of *no*
2. Use of *nada, nadie, nanca*

G. Verbs

1. Present tense of the regular verbs of the three conjugations (See vocabulary list)
2. Present tense of the irregular verbs: *decir, estar, hacer, ir, querer, saber, ser, tener, ver*
3. Formations of questions (including negative-interrogative)
4. Tag questions: *¿verdad? ¿no es verdad? ¿no?*
5. Polite commands; familiar command singular as needed
6. Idioms with *tener* and *hacer,* such as *tener. . .años, (hambre, sed, frió, calor, viento, sol, buen tiempo, mal tiempo*
7. *Hay*
8. *Ir a* (plus infinitive), *tener que* plus infinitive
9. *Gustar*

III. VOCABULARY

In the initial phase of language learning, the acquisition of sounds and structures is far more important than building a vocabulary. The number of lexical items is, therefore, limited at this stage.

The word and idiom lists represent the everyday vocabulary to be presented. The teacher, using the checklist in this guide, may add or delete as he sees fit. Vocabulary items should be learned in context and in association with familiar words and expressions. The use of visuals – pictures and pantomine will convey meaning without the interference of English. Synonyms and antonyms are effective vocabulary builders. Thus, learning at this level can provide sufficient practice in essential forms and structure patterns.

The teacher must realize that there is a difference between acquiring an active vocabulary, which consists of words the pupil knows well enough to employ in speech and writing and acquiring a passive vocabulary, which consists of words the pupil is able to recognize in listening or reading.

A. Topical Vocabulary List

Amusements
alegre
animales
bailar
baile
banda
básquetbol
béisbol
boliche
cámara
campo
canción
cantar
cine
concierto
cuento
cumpleaños
deporte
disco
divertido
durar
ejercicio
ensayar
equipo
(fin de semana) fiesta
fútbol
ganar
jugar
leer
libro
música
Navidad
novela
orquesta
parque
partido
patio
película
plaza
policíaco
practicar
programa
radio
regalar
regalo
restaurante
revista
teatro
teléfono
televisión
tenis
tocadiscos
tocar
toro
vacaciones
variedades
visitar

Buildings
en casa
cafe
cafetería
casa
centro

cine
cuarto
dirrección
escuela
estación
patio
puerta
restaurante
teatro
tienda
ventana

The City
autobús
automóvil
avenida
barrio
calle
centro
cerca (de)
ciudad
dirrección
lejos de
mapa
parque
pueblo
rancho
restaurante
teatro
tienda
vecino

Colors
¿De que color?
amarillo
azul
blanco
café
chocolate
color
gris
naranja
negro
rojo
rosado
rubio
verde
violeta

Days of the Week
día
hoy
mañana
semana
la semana que viene
(el) lunes
martes
miércoles
jueves
viernes
sábado
domingo

Dimensions
alto
bajo
cerca (de)
grande
lejos
más
mayor
menos
menor
número
pequeño

Dishes and Table Setting
camarero
comida
cuchara
cuchillo
cuenta
faltar
mesa
plato
servilleta
silla
taza
tenedor
vaso

Families and Friends
abuelo
amigo
apellido
cosa
chico
familia
hermano
hijo
hombre
llamarse
madre
mamá
muchacho
mujer
padre
padres
papá
primo

regalar
regalo
el señor
la señora
la señorita
sobrino
tío
vecino

Foods
agua
almuerzo
arroz
asado
azúcar
bisté
café
carne
cena
cerdo
comer
cordero
chocolate
delicioso
desayuno
desear
dulce
emparedado
ensalada
filete
fresas
fresco
frío
frito
frutas
hambre
hamburguesa
helado
huevo
jamón
jugo
legumbres
leche
lechuga
maíz
mantequilla
manzana
naranja
pan
papas fritas
pavo
pasteles
pera
pescado
pimienta
plato
pollo
postre
preparar
queso
refresco
rosbif
sal
sopa
té
tener hambre
tener sed
ternera
tocino
tomar
tomate
tortilla
tostada

Greetings and Polite Expressions
adiós
bienvenido
buenas noches
buenas tardes
buenos días
¿Como está usted?
con permiso
de nada
gracias
hacer el favor de
hasta mañana
¡Hola!
Lo siento
muchas gracias
mucho gusto
muy bien
nos veremos
Ojalá que se mejore pronto
por favor
¡Qué lástima!
¡Que tal!
Recuerdos a todos
Vámonos

Health
así, así
¿cómo está usted?
Lo siento
muy bien
¡Ojalá que se mejore pronto!
¡Que lástima!
¿Que tal?
tener catarro
ausente
mejor

enfermo

Meals
almuerzo
cena
comida
desayuno
merienda

Months of the Year
año
mes
enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

Numbers
Cardinals 1 - 1000
ordinals: primero, segundo
¿cuánto?
cero
cuenta
dirección
fecha
más
menos
muchas veces
muchos
número
otra vez
pocas veces
pocos
teléfono
vez

Qualities
¿de qué color?
alegre
amigo
bien
bonito
buen
bueno
caliente
cansado
colores (previously listed)
delicioso
dificil
divertido
es muy amigo
fácil
feliz
fresco
frío
gracias
gracioso
grande
importante
lindo
liste
magnífico
malísimo
malo
mayor
mejor
menor
nuevo
pequeño
pobre
rico
simpático
solo
triste
único
viejo

Quantities
nada más
poco a poco
tener. . .años
un poco de
algo
bastante
casi
cero
clase
¿cuanto?
igual
más
mayor
menor
menos
muchísimo
muy
número
solo
tanto
taza
todo
único
unos

School

abrir
aprender
aquí
ausente
baile
banda
bandera
borrador
borrar
cafetería
clase
concierto
contestar
chico
dictado
difícil
disco
ejercicio
empezar
ensayar
entrar
equipo
escribir
escuchar
escuela
español
estudiar
examen
fácil
faltar
fecha
fiesta
ganar
hablar
hacer
hora
hoy
importante
inglés
jugar
juntos
lápiz
lección
leer
libro
listo
llegar
maestro
mapa
mesa
México
minuto
mirar
momento
muchacho
mundo
música
necesitar
no
nombre
noticias
oír
orquesta
página
palabra
papel
pasar
película
pensar
periódico
pizarra
pluma
practicar
preguntar
preparar
presente
profesor
programa
puerta
reloj
revista
saber
salir de
sentarse
sí
silla
tarde
tarea
temprano
tinta
tocadiscos
tocar
tomar
trabajar
trabajo
traer
vacaciones
variedades
vecino
ventana
visitar

Seasons of the Year

cumpleaños
estación
fiesta
invierno
vanidad
otoño

Pascua Florida
primavera
verano
Día de la Raza

Time
¿a cuántos estamos?
a eso de
¿a qué hora?
a tiempo
buenas noches
buenas tardes
buenos días
date prisa
en punto
hasta mañana
mañana por la mañana
mañana por la noche
mañana por la tarde
más tarde
¿qué hora es?
adelantado
ahora
año
atrasado
¿cuándo?
cuando
cuarto
día
durar
empezar
entonces
esperar
faltar
fecha
fin
hasta
hora
hoy
luego
mañana
media
medianoche
mediodía
menos
mes
minuto
noche
nunca
pasar
poco
el presente
prisa
pronto
reloj
la semana
siempre
tarde
temprano
teimpo
último

Weather
hace buen tiempo
hace frío, calor, viento. . .
¿qué tiempo haee?
caliente
calor
claro
estación
fresco
frío
llueve
lluvia
nieva
nieve
tiempo
viento

Where?
en casa
ir a + nouns
irme
vámonos
ahí
allí
andar
aquí
avenida
barrio
cafetería
calle
caminar
camino
campo
casa
centro
cerca (de)
ciudad
clase
conmigo
contigo
derecho
dirección
¿donde?
donde
en
entrar
escuela
España

Estados Unidos
estar
izquierdo
lejos de
llegar
marina
México
montaña
mundo
país
parque
playa
poner en
pueblo
puerto
rancho
restaurante
salir de
sentarse
silla
sobre
teatro
tienda
ventana
venir
visitar
vivir

Miscellaneous

ah
¡ah!
al
casi
¿cómo?
¿cúal?
de
del
el
él
ella
ellas
ellos
el que
en
esa
ese
eso
esta
este
hay
la
las
le
lo
los
me
mi, mis
mi
mío
ni
no
nos
nosotros
o
por
porque
pues
que
¿quién?
sí
si
su
también
te
ti
tú
usted (ustedes)
y
ya
yo

B. Everyday Expressions

¿a cuántos estamos?
adiós
a eso de
así, así
a tiempo
bienvenido
buenas noches
buenas tardes
buenos días
claro que no
claro que sí
¿Cómo está usted?
¡Cómo no!
con permiso
¿Cómo se llama usted?
creer que no
creer que sí
¡Date prisa!
de nada
¿De quién es?
¿De qué color es?
en casa
en punto
es verdad
fin de semana
gracias
hacer buen (mal) tiempo
hacer frío (calor, sol, viento, fresco)

hacer el favor de
hasta mañana (la vista, luego)
hay que (+ infinitive)
¡Hola!
ir a (+ nouns)
la semana (próxima) que viene
Lo dudo
lo mismo
lo que
Lo siento
mañana por la mañana (noche, tarde)
más tarde
muchas gracias
muchas veces
muchísimo
mucho gusto
muy bien (mal)
nada de particular
nada más
nos veremos
¡Ojalá que se mejore pronto!
otra vez
pasar la lista
pocas veces
poco a poco
por favor
por la mañana (noche, tarde)
¡qué lástima!
¿qué pasa?
¿qué tal?
recuerdos a todos
saber + infinitive
sobre todo
tener. . .años
tener calor (frio, hambre, sed, ganas de, sueño, catarro
tener que + infinitive
un amigo mío
un poco de
vámonos
¿verdad?

C. Alphabetical Checklist

A
a
abril
abrir
abuelo
adelantado
además
adiós
agosto
agua
¡ah!
ahí
ahora
al
alegre
algo
alto
almuerzo
allí
amarillo
amigo
andar
animales
antes
año
appellido
aprender
aquí
arroz
asado
atrasado
ausente
autobús
automóvil
avenida
azúcar
azul

B
bailar
baile
bajo
banda
bandera
bandido
barrio
básquetbol
bastante
beber
béisbol
bien
bisté
blanco
boliche
bonito
borrar
borrado
buen
bueno
buena
bueno (well)

C
café
cafetería
caliente

calor
calle
cama
cámara
camarero
caminar
camino
campo
canción
cansado
cantar
carne
casa
casi
catarro
cena
centro
cerca
cerca (de)
cerdo
cero
cine
ciudad
claro
clase
color
comedia
comer
comida
¿cómo?
comprender
con
concierto
conmigo
conocer
contestar
contigo
cordero
creer
¿cúal?
¿cúando?
cuarto
cuento
cuchara
cucharita
cuchillo
cuenta
cumpleaños
cumplir

CH
chico
chocolate

D
dar
de
deber
decir
del
delicioso
deporte
derecho
desayuno
desear
día
diciembre
dictado
difícil
dinero
dirección
disco
divertido
domingo
¿dónde?
donde
dos
dulce
durar

E
ejercicio
él
el
ella
el que
emparedado
empezar
en
enero
enfermo
ensalada
ensayar
entender
entonces
entrar
equipo
escribir
escuchar
escuela
esa
ese
eso
España
español
esperar
estación

Estados Unidos
esta
estar
este
esto
estudiar
examen

F
fácil
faltar
familia
favor
febrero
fecha
feliz
fiesta
filete
fin
fresa
fresco
frío
frito
frutas
fútbol

G
ganar
ganas
gracia
gracias
gracioso
grande
gris
gustar
gustaría
gusto

H
haber
hablar
hacer
hambre
hamburguesa
hasta
hay
helado
hermano (ito)
hijo
hoja
hola
hombre
hora
hoy
huevo

I
igual
importante
inglés
invierno
ir
irme
izquierdo

J
jamón
jueves
jugar
jugo
julio
junio
juntos

L
la
lápiz
las
lástima
le
lección
leer
legumbres
lejos
lejos de
leche
lechuga
libro
lindo
lista (list)
listo
lo
los
luego
lunes

LL
llamarse
llegar
llueve
lluvia

M
madre
maestro, a
magnífico
maíz
malo
malísimo
mamá
mañana

mantequilla
manazana
mapa
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mi, mis
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N

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noche
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O

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P

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para
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parecido
parque
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pasar
Pascua Florida
paseo
pasteles
patio
pavo
película
pensar
peor
pequeño
periódico
pero
pescado
pimienta
piso
plato
playa
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poco
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pollo
poner
por
¿por que?
postre
practicar
pregunta

preguntar
preparar
presente
primavera
primero
primo
prisa
profesor
programa
pronto
pueblo
puerta
pues

Q
¿qué?
que
¿quién? , ¿a quién? , ¿de quién?
quedar, quedarse
querer
queso

R
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rancho
razón
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regalar
regalo
reloj
restaurante
revista
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rosado
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S
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verdad
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viejo
viento
viernes
violeta
visitar
vivir

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IV. CULTURE

The teaching of the national characteristics of a people is important in fulfilling the objectives of this guide. For this reason, the consideration of cultural topics is integrated with the study of the language itself. Cultural content of the course should be introduced as a planned part of learning the language skills and should arise from the course material and pupil interest. Although much of the suggested content can not be presented in Spanish, caution is advised on the excessive use of English.

The following list of topics if provided for the teacher who may be selective in choosing those items which are relevant. These choices will be determined by references in textbooks, newspapers, magazines, films, radio and television, as well as by the observance of holidays and anniversaries.

A. Topics for cultural content

1. Preliminary Observations: Popular conceptions and misconceptions.

   Movie-makers have traditionally stereotyped the Spanish American as the lazy *mestizo* with the large sombrero seated under a tree at *siesta*. He always has a big mustache, is bare-footed, drinks *tequila* and eats beans and *tortillas*. We have to realize that our Hollywood image is as distorted as their concept of the *Yankee*. The movies have also created an unrealistic image of the North American which is deeply implanted in the minds of the Spanish American. The North American is either a big-city gangster, a six-shooter packing Westerner or a feather-bonneted Indian.

2. Introduction to Hispanic Culture:
   a. **Spain:** Mother country of the Spanish language.
      Location: Western Europe, occupies 4/5 of the Iberian Peninsula.
      Separated from France by Pyrenees.
      Separated from Africa only by the narrow strait of Gibraltar.
      Other boundaries are: The Mediterranean to the east, the Atlantic Ocean and Portugal to the west.
   b. **Early influence of Spain in the New World:** Columbus' discovery in 1492
      By 1567 Spain controlled almost all of North and South America.
   c. **Identification of Spanish speaking countries in the New World:**
      Mexico
      Central America
      Caribbean
      South America
   d. **Spanish place names in the United States:** Florida (discovered on Easter: Pascua Florida), Texas (tejas: roof tiles), Colorado (red), Nevada (covered with snow), Montana (mountain), Arizona (arid zone), California (warm oven), New Mexico – numerous cities: San Agustin, San Antonio, Los Angeles, San Francisco, Sacramento, San Diego, El Paso.
   e. **Spanish words used in English:**
      Direct words: *bronco, corral, rodeo, patio, lasso, pinto, chili con carne, chocolate, sombrero, jai-alai, fiesta, siesta, hombre, cocoa, vanilla, bolero, mantilla, poncho, burro, coyote, mosquito, padre, peon, vigilante, arroyo, mesa, sierra, tornado, armada, embargo, flotilla, abode, hacienda, plaza, bonanza, guerilla, chinchilla, alameda.*
      Derived words: *chaps, cinch, lariat, mustang, ranch, stampede, avocado, barbecue, potato, tomato, julep, sherry, brocade, cockroach, comrade, creole, desperado, renegade, canoe, cargo, contraband, gal-*

leon, cigar, filibuster, tobacco, canyon, jam, alligator.

f. Wide Use of Spanish in the United States:
   New York City: over two million people
   Buffalo
   South West

3. Area information: teach spirally in segments
   a. Countries and Capitals
      1. México
      2. Central America: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica
      3. Caribbean: Cuba, Republica Dominicana, Puerto Rico
      4. Panamá – the link between Central and South America
      5. Andrean Countries: El Ecuador, El Perú, Bolivia
      6. Colombia and Venezuela
      7. ABC countries: La Argentina, El Brasil and Chile
      8. El Paraguay (isolated geographically and politically) and El Uruguay (the two "guay" countries)
   b. Chief rivers
      1. El Río Grande (Bravo)
      2. El Orinoco
      3. El Amazonas
      4. El Río de la Plata
   c. Chief mountain ranges
      1. La Sierra Madre
      2. Los Andes
   d. Climate
      1. Reversal of seasons below the equator
      2. Influence of altitude: snow covered peaks in El Ecuador

4. History of Spanish America
   a. Early civilizations:
      1. Aztecs – México
      2. Mayas – Central American and Yucatan Peninsula
      3. Incas – Andean Countries
   b. Famous discoverers and conquerors:
      1. Christopher Columbus
      2. Francisco Pizarro
      3. Hernán Cortés
      4. Juan Ponce de Léon
      5. Hernando de Soto
   c. Heroes and political figures of Latin America
      1. Simon Bolívar
      2. Jose de San Martín
      3. Jose Martí
      4. Benito Juárez
      5. Maximiliano y Carlota

5. Games and Sports:
   a. jai-alai
   b. fútbol
   c. béisbol
   d. corrida de toros

6. The relationship of Spanish America to the life of the U.S.
   a. Good Neighbor Policy *(política del Buen Vecino)*
   b. Organization of American States (O.E.A.)
   c. Alliance for Progress (*Alianza para el Progreso)*
   d. Peace Corps *(Cuerpo de Paz)*
   e. Influx of Spanish speaking people in the U.S.: Cubans, Mexicans, Puerto Ricans, Spaniards.

SUGGESTED ACTIVITIES

The greater the number of meaningful activities the more enduring will be interest and motivation. The use of games, audio-visuals aids, and individual pupil responses is limited only by the teacher's imagination. Planning is essential to the proper employment of audio-visual aids which must serve a real purpose such as the introduction of material, direct teaching, the presentation of supplementary material or the reinforcement of previously taught material. Provision must be made for questions, comments, and desirable pupil participation before, during and after the use of such materials.

As often as possible, it is advisable to assign a project to individuals or to small groups. In this way all pupils are presented with the opportunity of engaging in some activity.

I. GEOGRAPHY
A. Label and color a mimeographed map of Spain.
B. Label and color a mimeographed map of Latin America

II. HOLIDAYS
A. Celebration of holidays:

B. Making Christmas cards

III. LANGUAGES
A. Label newspaper and magazine clippings posted on bulletin board to illustrate vocabulary learned in class.
B. Compile a picture dictionary.
C. Draw a sketch to illustrate the topic of a dialogue.

D. Make a color chart and label it in Spanish
E. Make a calendar with the names of the days and months in Spanish
F. Prepare and illustrate a menu in Spanish
G. Collect Spanish words or expressions used in English language publications, radio or television programs.
H. Play various games using the Spanish language.
I. Display interesting Spanish material on school bulletin boards or in display cases.
J. Conduct a job interview in Spanish.
K. Discuss a sports event in Spanish.
L. Complete a crossword puzzle in Spanish.

IV. SPORTS – Reports on, or films of:
A. Fútbol
B. Béisbol
C. Jai-alai
D. Bull fighting

V. MUSIC
A. Listen to popular songs of Latin America.
B. Sing Spanish folk tunes or popular songs.
C. Have a pupil musician play a Spanish guitar.
D. Have pupils perform Latin American songs and dances in school assembly.

VI. ART
A. Collect prints and pictures of famous paintings, statues or buildings.
B. Visit museums and art galleries where Spanish artifacts are displayed.
C. Draw cartoons with Spanish captions.
D. Show filmstrips, slides and movies.

METHODOLOGY

In order to attain the goals of Everyday Spanish, audio-lingual presentation and practice of foreign expressions must be used to familiarize the learner with the target speech patterns. In doing this, some adaptations in the use of textbooks may have to be made. Progressive development of material according to complexity must be complemented by constant repetition of basic patterns. It is recommended that short dialogues be used to introduce material and that the English equivalents be readily available to the pupil. The discretion of the teacher should be used to judge the frequency of reference to English.

A series of questions and answers developed from the speech patterns of the basic dialogue can be used to recombine the material already presented. Along with basic dialogue, and questions and answers, pattern drills must be used. These drills, when properly formed, provide for the assimilation of structural points through usage, and for extensive practice with vocabulary. In presenting these patterns to slow pupils, the teacher will find it beneficial to give written assignments of the patterns already introduced. The concrete achievement of copying what they have practiced will both reinforce the pupils' familiarity with basic structures and provide a sense of accomplishment. In order to present to the pupil a variety in format, the basic material may be recombined into short conversations which can be used as a basis for questioning in Spanish and for dramatization of real life situations.

The basic dialogues, questions and answers, pattern drills and conversations should be used concurrently and not sequentially. One method supports and reinforces the other to offer a multitude of responses from the pupils and provides total involvement in the target structures.

After introducing the basic dialogue, which involves mimicry of basic sounds, the teacher should strive to establish pupil-to-pupil responses and limit his own participation as much as possible. The aim of this program is to provide for everyday communication in Spanish. Therefore, pupil-to pupil dialogue should be established at the earliest possible opportunity.

As an aid to the teacher, the following list of suggested methods is presented:

I. BASIC DIALOGUE PRESENTATION

A. The teacher presents basic dialogue sentences in Spanish while the pupils read the English equivalents; or the teacher summarizes in English before presenting the basic dialogue sentences. The teacher should use his judgment as to the number of basic dialogue sentences to be used. A maximum of five is suggested.

B. The teacher models each expression four or five times, moving around the classroom so that each pupil can hear and see clearly.

C. The pupils repeat the phrase through backward build-up. This enables the pupil to mimic the complete structure by first mimicking its individual parts, e.g.,

Es una chica muy bonita

The pupils repeat:

bonita
muy bonita
una chica muy bonita
Es una chica muy bonita

D. The pupils then practice the complete structure in regular order.

E. The teacher uses recordings of native speakers to reinforce the dialogue sentences. They will hear the sentences and will repeat in unison and individually.

After the pre-reading phase, the following steps must be added:

F. The pupils look at the Spanish sentences and read them aloud in unison. Each sentence is read at least twice. Individual pupils should also be called upon to read.

G. As a way to reinforce learning of the basic dialogue sentences, the pupils dramatize them as conversations, first with the printed material, then without it.

H. As a homework assignment, the pupils write the basic dialogue sentences which have been introduced in class. They should be encouraged to read aloud while they are writing.

This list contains general procedures for the pre-reading phase. This term means the period of teaching during which the pupils do not use any reading material *at all.* The duration of this period depends entirely upon the progress of the pupils in the mastery of the sound patterns. It is recommended that this procedure should be followed for at least one unit.

II. PATTERN DRILLS

With many repetitions and guided manipulations of meaningful utterances related to the basic dialogues, pupils will become aware of patterns and begin to say them automatically. Learning is thus accomplished in the language. The pupils learn the grammatical structures through assimilation rather than by memorization of rules.

In this guide, the patterns are limited to those that will enable the pupil to describe himself, his friends, his home and school environment. By limiting the number of language structures, the teacher will be able to devote as much time as is necessary for the mastery of these patterns.

The ultimate goal of pattern practice is to promote automatic response, both in answering and in contributing to a conversation, and to enable pupils to formulate generalizations about grammatical structures.

B. Conducting Pattern Drills

1. In the early stages of language learning, the drills are introduced and conducted orally without reference to written material.
2. In later stages drills may be presented with written material.
3. Specific instruction, in English if necessary, should be given to the pupils as to the kind of change and how to make it.
4. After a sufficient number of repetitions of the structure and examples of the change to be made, the teacher elicits choral, group, and individual responses.
5. The pace should be rapid, the teacher encouraging immediate responses.
6. The teacher should discourage analysis or translation.
7. A grammatical generalization may be given after the drill is completed.

B. Specific Pattern Drills

1. Repetition

This is the basic drill for presenting endings of verbs, new vocabulary and new structural items. Complete and meaningful items are used. Here the drill is concerned with first and second persons, singular and plural of *vivir:*

Teacher) Pupil) : *Yo vivo aquí.*

Teacher) Pupil) : *Nosotros vivimos aquí.*

Teacher) Pupil) : *Felipe y yo vivimos aquí.*

Teacher) Pupil) : *Tú vives aquí.*

Teacher) Pupil) : *Usted vive aquí.*

Teacher) Pupil) : *Ustedes viven aquí.*

2. Substitution

Once a pattern sentence has been practiced, it is a good idea to provide the pupils with a variety of items which fit the original pattern without structural change. For example, the teacher decides that the initial phrase in the following basic sentence can be replaced by several other useful elements:

Juan	*vive en México*
Maria	
El	
Ella	

Another use of the substitution drill is practice gender:

Yo tengo	*estos libros.*
	estas plumas.
	estos lápices.

The substitution drill may also be used

to practice vocabulary:

Estudiamos *en la escuela.*
en casa.
en la biblioteca.

3. Transformation

This drill is used to introduce changes that require more than a mere substitution, as from singular to plural, from affirmative to negative, or from declarative to interrogative. When first employed, this drill takes the form of a simple repetition drill, where the teacher first makes the desired transformation and the class follows.

Changing from singular to plural or from plural to singular:

Teacher: *Yo vivo en la calle Colón.*
Pupil: *Nosotros vivimos en la calle Colón.*

Teacher: *Ustedes viven en México.*
Pupil: *Usted vive en México.*

Changing of noun to pronoun:

Teacher: *Ana vive en el Perú.*
Pupil: *Ella vive en el Perú.*

Teacher: *Mis amigos viven en Sacramento.*
Pupil: *Ellos viven en Sacramento.*

Changing from affirmative to negative:

Teacher: *Vivo en un pueblo pequeño.*
Pupil: *No vivo en un peublo pequeño.*

Teacher: *¿Vives tú en esta casa?*
Pupil: *¿No vives tú en esta casa?*

Changing from declarative to interrogative:

Teacher: *Tú vives en Buffalo.*
Pupil: *¿Vives tú en Buffalo?*

Teacher: *Los Méndez viven aquí.*
Pupil: *¿Viven los Méndez aquí?*

4. Response drills:

These are drills in which answers are required for questions derived from the basic dialogues. In this type of drill structures and vocabulary can be dealt with in a natural situation. The answers may be "yes" or "no" followed by the elements in the original question. They may require a choice of items or may contain missing information.

¿Vives en esta cuidad? *Sí, vivo en esta ciudad.*
¿Vive Paco en México? *No. Paco no vive en México.*

¿Vive Juan en México o Guatemala?
¿Vives en esta casa o ésa? *Juan vive en Guatemala.*
Yo vivo en esta casa.

¿Dónde vive tu primo?
¿Quién vive en esa casa? *Mi primo vive en Buffalo.*
José vive en esa casa.

III. QUESTION AND ANSWER PRACTICE

This is the use of a set of questions and responses in Spanish derived from the basic dialogue material. The teacher reads the question and the answer and the class repeats in chorus. Then the teacher is the questioner and the class answers. The class now becomes the questioner and the teacher gives the responses. The roles can be assigned to halves, to rows, and finally to individuals. It must be emphasized at this point that the final goal is pupil-to-pupil participation without teacher involvement.

Another method of question and answer practice is the relay drill (chain drill). This begins with the teacher and continues from pupil to pupil:

Teacher talks to Pepe: *"Tú eres Miguel, ¿ verdad?*
Pepe answers: *"No, yo soy Pepe."*

Pepe turns to another pupil and says: *"¿Tú eres Miguel? "*

The second, who is Miguel, answers: *"Sí, yo soy Miguel."*

IV. DIRECTED RESPONSE AND COMMAND DRILL

This drill illustrates direct and indirect sentence constructions which manipulate the basic dialogue.

Various types:

A. – to elicit a question.
Teacher: *Pregúntame – ¿Dónde está vd.?*
Pupil: *¿Dónde está vd.?*
Teacher: *Pregúntale a Juan – ¡Dónde estás?*
Pupil: *¿Dónde estás Juan?*

B. – to elicit a statement.
Teacher: *Dime que hace buen tiempo.*
Pupil: *Hace buen tiempo*

C. – to elicit a command.
Teacher: *Dile a Juan de sentarse.*
Pupil: *¡Siéntate Juan!*

V. CONVERSATIONS

The conversations give practice in reading, pronunciation, intonation, recognition, repetition, and variation. It is recommended that the conversations be used in a wide variety of ways: choral and individual reading in the classroom, silent reading, and dramatization.

Since the conversations are new combinations of well-known words and structures, and thus involve no problems in recognition, any one of them may be used as a homework assignment. A conversation may be assigned and questions based on the conversation can be given to the pupils who will write the answers.

Conversations are postponed until the end of the pre-reading phase.

VI. DICTATION

This is a further variation of imitative writing of material already learned. A suggested procedure for administrating dictation is:

A. The teacher selects a reliable pupil to write his dictation on the rear chalkboard.
B. Before the first reading, the teacher introduces the passage with a brief motivating comment.
C. He reads the entire passage at normal tempo while the pupils listen.
D. He reads the entire passage at normal tempo while the pupil repeats each phrase.
E. At the third reading, the teacher reads the passage in breath groups, giving punctuation in the foreign language, while the pupils write.
F. A fourth reading follows at normal tempo while pupils proofread their work, correcting errors and filling in omissions.
G. Pupils may then exchange papers for correction.
H. The class volunteers suggestions for correcting.
I. Correction of misspelled words can be assigned for remedial work.

MODEL LESSON PLAN

I. AIMS

A. Phonetical – proper reproduction of Spanish sounds, especially the vowels.
B. Lexical – classroom expressions, state of health, and farewells.
C. Structural
   1. Use of *tú* and *usted*
   2. Verb agreement
   3. Verb forms without subject pronouns
D. Cultural
   1. Dispelling of incorrect stereotypes
   2. Presentation of the Hispanic World

II. MATERIALS

A. Teacher's edition, *Español: Entender y Hablar*
B. Flashcards or transparencies
C. Filmstrip No. 1, *El Mundo Hispánico*
D. Tape recorder and tapes of Unit I, *Español: Entender y Hablar*
E. Record player and records–*Escuchar y Cantar*

III. PROCEDURE (Methodology, p. 25)

IV. ASSIGNMENTS – Cultural Topics

A. Color and label mimeographed maps of Latin America.
B. Completion of questions, in English, on Latin American geography

V. EVALUATION

A. Pronunciation
   1. Over-all pattern of rhythm and melody
   2. /A/ – in unstressed position
B. Grammar
   1. Use of *tú* and *usted*
   2. Subject-verb agreement
   3. Lexical items
   4. Culture-geographical and historical items.

EVALUATION

The purpose of testing should be the motivation of pupils to better learning and the improvement of the teacher's instruction. Tests should therefore, be frequent, systematic and purposeful. Whether it is a daily quiz, a long test at the end of a unit, or the comprehensive final examination, the procedures used should measure the skills and the materials which have been taught. The test, then, must represent an honest sampling of items and an appropriate choice of questions. When the test is given, the directions should be stated clearly in English. After the test is over, pupils should be given the opportunity to review it as soon as possible, so that there is reinforcement of correct responses and some profitable learning from mistakes.

No attempt has been made to list every type of test. The kinds mentioned serve to illustrate some effective methods.

I. AURAL COMPREHENSION

A. **Visual Multiple Choice.** The pupil is given a set of pictures (on personal copy, overhead projector, or flash cards) with which he is already familiar from repeated class use. The teacher makes a brief statement (taken from basic ones practiced), and pupil points to the picture which best fits the statement made. If the class size warrants economizing on time by giving a "written" quiz, pictures could be pre-lettered, A, B, C, etc., so that only numbered blanks appear on the quiz sheet. Then, for the teacher's

first statement, the pupil identifies his matching picture choice by writing its identifying letter in the corresponding blank.

B. **Simple commands.** The teacher has in front of him a class list for recording results, and a prepared list of simple commands. The teacher calls upon a pupil and tells him, for example, *"Levántate, Paco"*, recording "+" or "–" to indicate whether or not pupil's reaction was appropriate.

C. **Sound discrimination.** Teacher pronounces three or four words such as *hambre, hombre, hombro,* repeats them two more times in the same order, and then pronounces only one of them; student indicates by a number or letter which of the words the teacher pronounced last. *"Hombre"* in this case would be identified by the number 2.

D. **True-false statements.** While referring to a picture, the teacher makes a statement which the pupil can classify as true or false by commenting *"Si'"*, or *"No"*. After visual recognition of their printed form has been introduced, the pupil's quiz sheet has only the words *"Si'"* and *"No"* printed for each item, and the pupil simply circles his choice.

E. Visual recognition of the correct answer to a spoken question (along with immediate recognition of others as incorrect), e.g.,

"¿Como estás? "

a. De nada.
b. Con una pluma.
c. Muy bien, gracias.
d. A las nueve.

If the teacher prefers to recite the choices, leaving only the letters A, B, C, to be circled on the paper, it is advisable to limit the number of choices to three.

F. Visual recognition of the correct completion of a spoken incomplete statement, e.g.,

"Pablo tiene diez años." El no es viejo, él es. . .

a. joven
b. gracias.
c. hoy

Dictation of learned patterns. (cf.–Methodology)

II. ORAL PERFORMANCE

Lack of time and the subjective judgment of the teacher are obstacles to the proper evaluation of a pupil's oral ability. To overcome, in part, these difficulties, it is suggested that only the most important oral-production features in the dialogues and drills of a unit (pronunciation, enunciation, intonation, facility of reproduction) be tested.

It is advisable to keep a proficiency record, bearing names of pupils on horizontal lines and oral-production items at the head of the vertical columns. The example below represents the summary of the pupil's performance for the entire year, based on an accumulation of individually tested items. Performance is rated 4, 3, 2, 1, 0 with 4 representing superior; 3, good; 2, acceptable; 1, poor; and 0 completely unacceptable or incomprehensible. Within the five categories, a maximum score of 20 is possible. The teacher may have these results reflect 20% of the grade for each marking period.

Pupil's Name	Pronunciation of Vowel & Consonant Sounds	Intonation	Enunciation	Phrasing	Fluency (including aptness of reaction	Total out of Possible 20
Joseph Able	4	2	3	3	3	15
Martha Armstrong	2	1	4	2	3	12

In order to accumulate sufficient data for the composite picture, the teacher simply requires the pupil to say something, listens for the one element he wants to check, and rates it "+" or "–". All this can be done without the pupil's knowing precisely what the teacher is evaluating. After having listened for such isolated elements as the sound /a/, the sound /i/, intonation, quick response, etc., a repeated number of times each throughout the marking period, the teacher can then safely say that pupil's performance in the above categories is "superior", "good" or "acceptable".

Here are some of the devices by which the teacher "simply requires the pupil to say something", while listening for one isolated speech element.

A. Echo test. The student is directed to mimic, or to repeat exactly, what the teacher says.

B. Recitation of phrases or sentences from the memorized dialogues.

C. Pronunciation of minimal pairs such as *pero, perro.*

D. Oral response to a question in the target language.

E. Directed dialogue. One pupil is directed to say something to another pupil.

F. Pupil is given a simple command and is told to say what he is doing while he is performing his action:

Teacher: *Levántate, Paco.*

Pupil: *Me levanto.* (without Paco's knowing it, the teacher might be listening only to the intonation.)

G. Recitation of a simple poem.

Recorded speaking tests which can be graded outside of class, are highly recommended. If another teacher is willing, it would be advisable to solicit his help in evaluating each pupil's reproduction.

III. CULTURE

The cultural elements of this course lend themselves easily to the usual objective style testing.

A. Recognitional knowledge of facts
   1. True-false
   2. Multiple choice
   3. Matching

B. More active recall tested by:
   1. Completion
   2. Identification of persons and places by writing statements in English
   3. Identification of places on map

C. In view of the purposes of studying culture, an occasional essay question, to be answered in English, would be acceptable.

LEVEL II

GUIDING PRINCIPLES

Level II is a continuation of Level I in its general format. Vocabulary and structures are expanded in order to cover a wider range of situations. Different approaches are necessary for the presentation of the new material in order to avoid the possibility of monotony arising from the use of the same text for two consecutive years.

The teaching of cultural topics should be integrated with the linguistic aspect of the course. When presenting cultural material, the teacher uses Spanish as much as possible. Cultural items can provide a source of additional material for linguistic practice.

OBJECTIVES

I. Linguistic

A. The ability to understand and speak Spanish in everyday situations within the scope of Levels I and II.

B. The ability to read in Spanish, without resorting to translation, what has been mastered audio-lingually.

C. The ability to do imitative writing and simple guided paragraphs on materials mastered audio-lingually.

II. Cultural

An expansion of the knowledge of Spain and the customs of its people.

At the second level, pupils will expand their experiences in relation to school life, family life and the community to include a wider variety of situations. Since language learning is a continuous process, the content of Level I must be an integral element of Level II.

I. TOPICS

A. Leisure time
1. Dating
2. Dancing
3. Music
4. Picnics
5. Refreshments

B. Celebration of holidays
1. Parades
2. Concerts

C. Travel

D. Colors

E. Numbers
1. Cardinals above 1,000 as needed
2. Ordinals (1st - 10th)

F. Parts of the body

G. Illness and accidents

II. STRUCTURES

A well planned review of the structures learned in Level I is an essential prerequisite to the study of the structures in Level II.

A. Articles
1. Indefinite plural
2. With geographical terms
3. With parts of the body and articles of clothing to replace the possessive adjective

B. Pronouns
1. Object pronouns
   a. Direct
   b. Indirect
   c. Prepositional
   d. Reflexive
2. Position of object pronouns
3. Possessive and demonstrative as needed

C. Adjectives
1. Apocopation of adjectives (shortened forms–*gran, buen, san,* etc.)
2. Possessive
3. Demonstrative
4. Past participles as adjectives
5. Comparison of adjectives

D. Verbs
1. Present progressive
2. Preterite of regular verbs and the following irregular: *ir, ser, estar, tener, hacer, decir, poder, poner,* and *venir*
3. Imperfect tense of regular verbs and *ser, ver, ir*
4. Future tense
5. Commands (familiar and formal)
6. Present perfect
7. *"Haber"* and its forms
8. *Hay que* plus infinitive
9. *Acabar de* plus infinitive
10. *Tratar de* plus infinitive
11. *Tardar en* plus infinitive
12. *Acordarse (olvidarse) de* plus infinitive
13. Reflexive verbs

III. VOCABULARY

In addition to the vocabulary mastered in Level I which must be considered an integral part of Level II, the following lists are suggested:

A. Topical Vocabulary

These items are taken from the alphabetical lists and concern specific topics to promote conversation.

Accidents
accidente
un accidente de automóvil
caerse
herido
herir
lastimarse
romperse
tener un accidente

Abstractions
caso
costumbre
favor
forma
luz
manera
seguridad
suerte
título

Age
anciano

edad
joven
juventud

Amusements
alquilar (un bote)
avíos de pesca
cantante
comedia
corrida
decoraciones
desfile
drama
estreno
esquís acuáticos
guitarra
jai-alai
juego
lago
mar
matador
nadar
natación
paseo
patinar
pesca
ir de pesca
pescar

Animals
burro
gato
llama
perro
rana
toro
vaca

Body
boca
brazo
cara
codo
corazón
cuerpo
dedos
dedos del pie
dientes
estómago
garganta
labios
lengua
mano
muñeca
nariz
ojos
oreja
pelo
pie
pierna
cabeza
rodilla
sangre
tobillo

Buildings
balcón
banco
colegio
correo
edificio
enfermería
hospital
hotel
iglesia
kiosko
museo
universidad
palacio nacional
templo
tienda de curiosidades
tienda de novedades

City
alameda
bocacalle
calzada
capital
cruce de camino
cuadra
esquina
gente
gentio
luces
manzana
monumento
plano
plaza
el policía
la policía

Classroom
asiento
atención
cesta
correción
cuadro
cuento
diccionario
ejemplo

escritorio
horario
nota
novela
pupitre
repasar
repaso
reunión
silencio
tarea
timbre
tinta
tiza
vocabulario

Clothing
abrigo
bufanda
billetera
blusa
bolsa
bolsillo
botón
calcetines
camisa
cinta
corbata
cuello
chaqueta
falda
guantes
impermeable
llevar
medias
pantalones
pañuelo
romper
ropa
ropa interior
sombrero
suéter
traje
vestido
zapatos

Emotions
alegría
amar
amor
esperar
felicidad
humor
llorar
pena
reír
sonreír
temor
tristeza
vergüenza

Family and Friends
acompañar
ayudar
esposo
nena
nene
nieto
niño
parientes
saludar

Foods
albóndigas
banquete (banquetazo)
beber
bebida
bizcocho
cereal
cocinar
cortar
cubierto
chuleta
frijoles
galletas
hígado
huevo duro
huevo frito
huevo pasado por agua
huevo revuelto
limonada
merienda
ponche
refrescos
sabroso
sodas
vino

Fruits and Flowers
clavel
flor
fruta
limón
manzana
naranja
rosa
uvas
violeta

Health
dentista

doler
dolor
dolor de cabeza
dolor de dientes
dolor de estómago
la enfermedad
enfermo
el enfermo
fiebre
médico
salud
sentirse
vendar

Qualities
agradable
amable
barato
caro
enorme
estupendo
exagerado
famoso
formidable
inteligente
ligero
limpio
loco
nervioso
oscuro
precioso
seguro
sucio

Quantities
demasiado
poco
solamente
solo
varios

School
corredor
escalera
pasillo
sala de clase
terminar

Time
anoche
ayer
fin
final
futuro
pasado
principio

Travel
automóvil
avión
bicicleta
camino
coche
este
extranjero
gasolina
licencia de manejar
moto
norte
oeste
sur
tren
vacaciones
viajar
viaje

When?
antes de
después de

Miscellaneous
¡Adelante!
alguien
algunos
animado
aquel
aquél
así
aún
buscar
conque
los demás
desde
al lado de
tan
todavía

B. Everyday Expressions

¡adelante!
al menos
así de grande
a última hora
bueno
cada uno
chico
¡claro!
¡Cuidado!
¿De parte de quién?
dicen que

¡Diga!
¡Dígame!
¡el pobre!
¿En qué puedo servirle?
entonces
estar de vuelta
estar para
estupendamente
¡figurate!
¡fíjate!
guardar cama
he oído que
¡hombre!
ir a & verbs
le va divinamente
lo bueno
lo malo
lo pasé
lo pasó
¡Magnífico!
Me encanta
Me encantaría
Me parece que
Me pareció que
Me queda
¡Mira!
¿No crees?
No te molestes
¡Oiga!
¡Oigo!
¡oye!
parecer
pasarlo
pasar por
¡perdone!
¿por dónde se va?
¡por fin!
por fortuna
prestar atención
¿puede decirme?
pues
¡qué banquetazo!
¡qué bien!
¡qué bonito!
¡qué gentío!
¿qué hay?
¿qué hay de nuevo?
¡qué lata!
quizá
quizás
siga
tal vez
¿verdad?
¡Ya lo creo!

C. Alphabetical Checklist

This list provides a check for the teacher in selecting words for mastery and in selecting words for tests and city-wide examinations.

A
abrigo
acabar
accidente
acompañar
acordarse
adelante
agradable
alameda
albóndigas
alegría
alguien
algunos
alquilar
amable
amar
amor
anciano
animado
anoche
antes
aquel
aquél
así
asiento
atención
aun
automóvil
avión
avíos
ayer
ayudar

B
balcón
banco
banquetazo
banquete
barato
beber
bebida
bicicleta
billetera
bizcocho
blusa
boca
bocacalle
bolsa
bolsillo

bote
botón
brazo
bufanda
burro
buscar

C
cabeza
cada
caerse
calcetines
calzada
cambiar
camino
camisa
cantante
capital
cara
caro
caso
cereal
cesta
cinta
claro
clavel
cocinar
coche
codo
colegio
comedia
comprar
conque
contar
corazón
corbata
cortar
corrección
corredor
correo
corrida
costar
costumbre
cruce
cuadro
cubierto
cuello
cuento
cuerpo
cuidado
curiosidades
chaqueta
chuleta

D
decoraciones
dedos
dedos del pie
dejar
demasiado
demás
dentista
derecho, derecha
desde
desfile
desocupado
después
diccionario
dientes
¡diga!
divinamente
doblar
doler
dolor de cabeza
dolor de dientes
dolor de estómago
drama

E
edad
edificio
ejemplo
enfermedad
enfermería
enfermo
enorme
escalera
escritorio
esposo
esquina
esquís
este
estómago
estranjero
estreno
estudiante
estupendo
exagerado

F
falda
famoso
felicidad
fiebre
figúrate
fijarse
fin

final
flor
formidable
fortuna
foto
frijoles
fruta

G
galletas
ganar
garganta
gasolina
gastar
gente
gentío
grupo
guantes
guardar
guitarra

H
herido
herir
héroe
hígado
horario
hospital
hotel
huevo
humor

I
idea
iglesia
impermeable
inteligente
invitado
invitar
ir de pesca

J
jai alai
joven
juego
juventad

K
kilómetro
kiosko

L
labios
lado
lago
lastimarse
lata
lavarse
lengua
lentes
libre
licencia
ligero
limón
limonada
limpio
loción
loco
luces
lugar
luz

llama
llamar
llevar
llorar

M
manejar
manera
mano
manzana
maquillaje
mar
marcharse
matador
medias
médico
medida
merienda
mirador
molestarse
monumento
moto
muñeca
museo
músicos

N
nacional
nadar
naraja
natación
nariz
nena
nene
nervioso
nieto
niño
norte

nota
novedades
novela

O
oeste
ojos
olvidarse
oreja
oscuro

P
palacio
pantalones
pañuelo
pareja
parte
pasado
paseo
pasillo
patinar
peinado
pelo
perder
perdonar
perro
pesca
pescar
peso
pez
pie
pierna
plano
plaza
poco
policía
ponche
precio
precioso
preferir
prestar
principio
pupitre

Q
quitarse
quizá
quizás

R
rana
rápidamente
refrescos
regular
reina
reír
repaso
resultar
reunión
rodilla
romper
ropa
ropa interior
rosa

S
sabroso
sacar
sala
salón
salud
saludar
sangre
seguido
seguir
seguridad
sentirse
serio
servir
silencio
sitio
sodas
solamente
solo
sombrero
sonreír
sucio
suelto
suerte
suéter
supuesto
suyo

T
tan
tarea
temor
templo
terminar
termo
teinda de curiosidades
tienda de novedades
timbre
tinta
tiza
tobillo
todavía
tono
toro
trabajar

traer
traje
tren
tristeza

U
uvas

V
vaca
varios
vender
vergüenza
vestido
viajar
viaje
vino
violeta

Z
zapatos

IV. CULTURE

The cultural content of the course should be introduced as a planned part of language learning and should arise from the course materials and pupils' interests.

The following list of topics is not a limiting one. The teacher may include other items which are relevant.

In the second level, more emphasis on Spain is suggested, expanding those facts learned in the first level.

A. Spain

1. Geographical facts
   a. Location–On the Southwestern end of Europe
   b. Size–About 200,000 square miles; four times the size of New York State; approximately the size of North Dakota, South Dakota and Nebraska together; third largest country in Europe.
   c. Shape–Together with Portugal (Iberian Peninsula), it resembles the profile of a card game King, the face being Portugal.
   d. Neighbors–France (Pyrennes), Africa (Gibraltar), Portugal, Andorra
   e. Physical features – a central plateau crossed by ranges separated by few rivers; ranges–*Los Pirineos, los montes Cantábricos, las sierras de Guadarrama, Morena y Nevada.* Rivers–*Duero, Tajo, Guadiana, Guadalquivir* (navigable) *y Ebro.*
   f. Cities–*Madrid,* the capital; *Barcelona,* chief industrial city; *Valencia,* oranges; *Toledo,* old capital; *Sevilla; Granada,* last capital of the Moors.
   g. Climate–Great variety – overall dry, with harsh extremes of temperature on the plateau.

2. Products – Spain is basically an agricultural country.
   a. Agriculture – Grapes, olives, oranges, wheat, rice, cork
   b. Animal – sheep and fish
   c. Mineral–Iron, tin, copper, lead, coal, quicksilver
   d. Industrial–Wine *(Jerez, Málaga, Rioja),* steel *(Toledo),* worsted *(Cataluña)*

3. The People
   a. Historical development
      (1) Iberians, Celts, Phoenicians, Greeks
      (2) Romans
      (3) Visigoths
      (4) Moors
   b. Modern Spaniards
      (1) *Castellanos*–Central Plateau
      (2) *Catalanes*–Different language
      (3) *Vascos*–Different language, unknown origin
      (4) *Andaluces* – Southerners, with greatest Moorish influence
      (5) *Gallegos*–Northerners of Celtic origin
   c. Picturesque Spanish Types
      (1) *El sereno* (night watchman)
      (2) *El pordiosero* (beggar)
      (3) *El aguador* (water vendor)
      (4) *El gitano* (gypsy)
      (5) *La lavandera* (washerwoman)

4. Religion – Most Spaniards are Catholic

5. Government

   Spain is a Constitutional Monarchy since 1947, but there is no King. The present Chief of State is *"El Caudillo", Generalissimo Francisco Franco Bahamonde.* His successor will be a King, elected by the National Council. The Parliament is called *"Las Cortés."*

6. Famous Spaniards
   a. *El Cid, Rodrigo Díaz de Vivar*
   b. *Fernando e Isabel, Los Reyes Católicos*
   c. *Felipe II. La Armada Invencible*
   d. *Cortés* and *Pizarro, conquistadores de*

México ye el Perú

e. *Cervantes, autor de "Don Quijote de la Mancha"*

f. *Lope de Vega, creador del teatro nacional*

g. Nobel Prize winning authors – *Benavente, Juan Ramón Jiménez*

h. Painters – *El Greco, Velázquez, Goya, Picasso*

i. Musicians – *Andrés Segovia, Pablo Casals*

7. Life and Customs

a. Family Life

1. Two family names used, the family name of the father *(primer apellido)* followed by the maiden name of the mother *(segundo apellido)* often joined by *"y"*. Examples–*Marcelino Menéndez y Pelayo; Federico García Lorca.*

2. Women do not change their last names at marriage. They add to their maiden name, the family name of the husband preceded by *"de"*. Example–*María Pérez de Ortega.*

3. *El día del Santo* – Children are traditionally given the name of a Saint from the Christian Calendar. Celebration of the Saint's Day is favored over that of their birthdays *(el cumpleános)*. Many times, both dates coincide, because they are named for the Saint commemorated on the day they are born.

b. Social customs

1. *El café* – coffee house frequented by men as their regular meeting place or "club".

2. *La tertulia* – Informal social gathering.

3. *La siesta* – Afternoon nap, following noon meal.

4. *La lotería* – Government-sponsored lottery.

c. Religious life – Major religious holidays play an important role in the life of Spanish people regardless of how they feel about and practice their religion individually. Among them, the most important are – *La Navidad, El Día de los Reyes Magod, la Semana Santa, el Carnaval, el Día de los Difuntos, el Día de Santiago Apóstol, el Día del Santo Patrón del pueblo. (Vervenas,* an evening festival in honor of a saint).

d. National holidays

El Dos de Mayo, commemorates the resistance against the Napoleonic invasion in 1808; *Primero de abril,* commemorates the end of the Civil War (1939); *El Diá de la Raza* – Columbus Day.

e. Entertainments

Corridas de toros

Jai Alai (Mostly in *Basque Provinces)*

Fútbol or Balompíe (soccer)

Theater, movies, dances

f. Typical dances

Sardana, jota, bolero, fandango, flamenco

g. Musical Instruments

Guitarra, castañuels, pandereta

h. Typical foods and beverages

El cocido, la paella, la fabada, el bacalao, el chocolate, la horchata

i. Clothing – Every region has a typical attire.

B. Notes on Culture

Cultural content can be integrated with other curriculum areas. Since much of the cultural material incorporated in this guide is also a part of the Social Studies curriculum, a definite correlation between the two courses should be maintained.

Cultural items should be presented through meaningful activities, such as listening to recordings, presenting prints or slides, drawing maps and charts, etc., rather than memorizing lists of facts.

SUGGESTED ACTIVITIES

Activities in Level II are as important as those in Level I. In Level II, the pupils could suggest activities beyond those planned by the teacher. Cultural items continue to be presented through meaningful activities such as listening to recordings, presenting prints or slides. drawing maps and charts, and dramatizations.

Suggested activities from the extensive Level I list, (p.), such as the recognition of holidays, should be repeated as the occasion arises. Other activities such as songs, games and the compiling of illustrative material will continue to be an integral part of classroom routine.

Conversations from the text may be learned and dramatized in class. Short skits presented by Level II students to a Level I class offer an opportunity to speak the language in a meaningful situation.

Supplementary material drawn from the World History

course may serve as a medium for oral reports and skits. Films from the World History library can be utilized.

When pertinent movies or plays are presented in local theaters, a field trip can be organized.

METHODOLOGY

Language learning is a process in which all skills are inter-dependent. However, for convenience, the four skills are listed separately in this section. Basically, the methods and materials are the same as those for Level I. (See p. 25).

I. LISTENING

The pupils must develop the ability to listen attentively and with discrimination. The teacher should encourage this development through additional motivation, based on expanded interests, new experiences and a higher level of maturity.

The novelty of learning a new language has waned. Therefore, when planning daily lessons and activities, the teacher should include some techniques different from those utilized in Level I while preserving the following basic principles.

A. Interesting material
B. Correct oral reproductions of utterances
C. Analysis of different sounds and structures
D. A comprehension check

II. SPEAKING

The development of a good pronunciation, intonation, and enunciation is further stressed in Level II.

The teacher will spend less time on mimicry-memorization and backward build-up, and more time on those drills which require a more active participation on the part of the pupil. Directed conversations will supplement the role-playing of Level I. Free conversation, (everyday talk) is reserved for advanced levels.

Action series serve as a meaningful drill for this level, e.g., Pupil is told to do a certain thing and while performing this action, tells what he is doing.

Teacher: *¡Levántate, María!*

María: *Me levante.*

Choral recitation will be limited to warming up, reinforcing previously learned patterns, and introducing new structures which are difficult to master.

III. READING

Reading will consist of recombined material mastered audio-lingually as in Level I, but the teacher may augment the reading experiences with a graded reader and/or magazines.

IV. WRITING

Imitative writing consisting of dictation and guided writing will be the fundamental procedure. Guided writing will be limited to the structures and vocabulary previously mastered audio-lingually.

A. Replies to personal questions such as:

1. *¿Tienes hermanos?*
2. *¿Hace calor en el verano?*

B. Replies to questions that check comprehension of conversations.

C. Short paragraphs (Topics for report) – answers to a series of questions to make a unified paragraph.

EVALUATION

In Level II, evaluation should be as frequent, systematic and purposeful as in Level I. Consult the numerous suggestions found on pgs. 28-30. There is a better opportunity to evaluate the pupil's aural comprehension and oral performance in Level II because of his increased vocabulary. Since language is a means of communication, individual testing between the teacher and the pupil is highly recommended.

LEVEL III

GUIDING PRINCIPLES

Third-level learning is a crucial stage in the transition from "drill" to "use". In order to bridge the gap, the teacher should continue to employ familiar techniques from previous levels while incorporating new procedures to achieve the expanded aims of this level.

Aural-oral drills are practiced in conjunction with reading either as exercises derived from the reading material or as a vehicle for presentation, reinforcement or expansion of structure. Reading material is used as a frame of reference for conversation. New vocabulary will be acquired from the printed page. New words or expressions should be learned in context. The English equivalents should be avoided as much as possible.

Culture will be incorporated into the reading material rather than given as a list of isolated facts. Additionally, independent reading assignments of cultural material may be given in English.

OBJECTIVES

I. Linguistic

Broaden the scope of previous levels by developing further competency of the pupils in reading and writing while improving the aural-oral skills.

II. Cultural

Enrich the understanding of the Latin American countries and their cultural patterns. Emphasize *deep* culture, e.g., all the everyday-life elements which make one culture different from any other.

CONTENT AND SCOPE

Level III is intended to involve the pupil more deeply in the Hispanic way of life and to broaden his language skills. The content of Level III will reflect everyday situations in a Spanish-speaking environment.

I. TOPICS

A. The Spanish Home

1. The Family
2. Family activities
3. Foods
   a. Marketing
   b. Preparation
4. Pets
5. Illnesses
6. The Spanish House

B. Daily Life in Spanish Speaking Countries

1. Cities
   a. Public transportation
   b. Historical places
   c. Urban development
2. School Life
   a. Classes
   b. Sports
   c. Skits
   d. Lectures
   e. Exchange students
3. Entertainment
   a. Dances
   b. Picnics
   c. Outings
   d. Refreshments
   e. Serenades
4. Shopping
5. Indian lore

C. Travel

1. Means of Transportation
   a. Airplane
   b. Car
   c. Ship
   d. Train
   e. Bus
2. Tourism

D. Jobs and Careers

1. Applying for a job
2. Interviews
3. Jobs for teenagers
4. Adult jobs
5. Crafts
6. Professions

III. STRUCTURES

Additional forms are introduced to facilitate the learning of language patterns in meaningful contexts. The fundamental structures mastered in the previous levels should be continually reviewed since the more advanced structures develop from those basic patterns.

A. Articles

1. The article *"el"* with masculine nouns ending in *-ma, -pa, -ta*
2. Articles with days of the week
   a. Except after *"ser"*
   b. with expressions of time *(el lunes que viene)*
   c. to express *"on" (Regresaré el martes)*
3. With nouns to express weight and measure
4. Used only with modified nouns of nationality and occupations

   Es un médico muy famoso.
   Es médico.

5. Use of *"el"* with feminine nouns beginning with stressed *"a"* or *"ha"*

B. Numbers

1. Cardinals – 1,000, etc.
2. *un millón de*

C. Pronouns

1. Possessives
2. Demonstratives
3. Indefinite
4. Position of double object pronouns
5. Relative pronouns

D. Adverbs

Formation with – *"mente"*

E. Negatives

1. *Tampoco*
2. *ni- - - -ni*
3. *ninguno*
4. *jamás*

F. Verbs

1. Imperfect vs. perterite
2. Present, imperfect, preterite, future and conditional of all common verbs
3. *al* + infinitive
4. Infinitive after prepositions
5. *Saber* vs. *conocer*

6. Present subjunctive
7. Selected idioms with *"tener"* and *"hacer"*

G. Conjunctions as needed

III. VOCABULARY

A. Topical Vocabulary

These lists represent selected items from the alphabetical list to facilitate conversation and composition.

The Home

acostarse
alcoba
almorzar
almuerzo
apartamento
bañarse
baño
casado
casarse
comedor
cómodo
compadre
criados
desayunarse
dormir
dormitorio
dueño
entrada
entrar
fonógrafo
garaje
habitación
hogar
jardín
jardinero
lavandera
levantarse
marido
materna
mercado
nostalgia
orgullo
parientes
pasillo
patio
piscina
portal
querido
recibidor
recibir
regar
reunirse
sala
sala de estar
salida
santo
serenata
siesta
sirvienta
sobrino
soltero
tazas
vendedora
vidrio

Outings

afueras
aldea
alrededores
anochecer
apurarse
árboles
arreglar
autopista
caminar
cansarse
carretera
carro
correr
choque
descubrir
despedir
detalles
detenerse
divertirse
dulces
estacionamiento
estadio
explorador
fortaleza
fuego
gasolina
guía
hacienda
hielo
itinerario
llanta
llegada
merendar
motocicleta
paisaje
parrilla
pasear
piedra
piscina
planear
posada

regresar
ruinas
sed
senda
sol
temprano
torcer
velocidad
venta
volver

Jobs and Careers
abogado
artista
ayudante
aviador
bailarín
carrera
criados
cura
dependiente
dueño
ejército
empleado
emplear
empleo
enseñar
entrevista
estudiante
estudios
estrella
gobernador
ingeniero
jardinero
jefe
lavandera
maestro
médico
negocio
oferta
piloto
piloto de pruebas
profesor
sirvienta
vendedora
vacante
zapatero

Travel
aceite
aeropuerto
América del Norte
América del Sur
América Central
autopista
aviador
avión
barco
carretera
cárro
cruzar
chorro
dondequiera
equipaje
folleto
guía
Hispanoamérica
histórico
itinerario
llegada
maleta
mundo
negocio
nostalgia
paquete
pasajero
pasaporte
piloto
posada
propina
proyectos
recuerdo
regresar
reunirse
salida
sello
sobre
tarjeta
turista
velocidad
volver
vuelo

B. Everyday Expressions
al contrario
a pesar de
a propósito
acerca de
¡acuérdate de!
al aire libre
al principio
alrededor de
alumno de intercambio
¡buen provecho!
¡caramba!
¡caray!
¡cataplum!
cuanto antes
¿cuánto vale?
dar a (da a)

de ahí viene
de anticipación
de arriba abajo
de nuevo
de paso
de un lado para (a) otro
de vez en cuando
debajo de
¡Dios me libre de eso!
echarse a + infinitive
echar de menos
echar una carta al correo
en busca de
en cuanto
en cuanto a
enamorarse de
en seguida
en vez de
en voz alta
en voz baja
encima de
encontrarse con
enfrente de
es capaz de
estamos divertidos
gozar de
hace poco
hacer caso
hoy día
imagínate
la mayor parte
lo contrario
lo peor
lo que es yo
más bueno que el pan
más vale
me entró curiosidad
mientras tanto
no hubo más remedio que
no pude menos
no te preocupes
no te quemes
no vale la pena
nunca jamás
para entonces
por dentro
por (en) medio de
por su lado
¡por supuesto!
¡Qué le vaya bien!
¡Qué poca vergüenza!
quisiera
se dice
se hizo a la mar
se sabe
sí que es un tipo
¡si vieras. . !
sin embargo
sin nada
supongo
taparse los oídos
tener éxito
tener mucho cuidado
tener prisa
todavía no
todo el mundo
una vez que
unos cuantos
¡vaya un. . . !
velocidad máxima
ya no

C. Alphabetical Checklist

This list represents the minimum vocabulary to be learned in Spanish, Level III. It is an aid in selecting words for examination.

A
abierto
abogado
aburrir
acá
aceite
acera
acercarse
acostarse
adelantarse
aeropuerto
afueras
aguardar
ahorrar
alcoba
aldea
alegrarse
alguno
almorzar
almuerzo
alrededores
allá
allí
amanecer
ambos
América
América del Norte
América del Sur
América Central
anochecer
antiguamente
antigüedad
antiguo

apartamento
aprender
aquello
aquí
árboles
arreglar
arreglo
artista
asegurar
ataque
aún
aunque
autopista
aviador
ayudante

B
bailarín
baja
bajo
bañarse
banderines
baño
barco
bastar
beca
biblioteca

C
callar
caminar
cansarse
cantidad
cargar
cariño
carta
carretera
carrera
carro
casado
casi
catedral
cerrar
cierto
coger
collares
comedor
comenzar
como
cómodo
compadre
confesar
conservar
contra
cortés
corto
correr
costa
criados
cruzar
cualquiera
culpa
cura

CH
choque
chorro

D
dar
dependiente
desaparecer
desayunarse
descansado
descortés
descubrir
despacio
despensa
despedir
despertarse
detalles
detenerse
detenidamente
detrás de
diario
difícil
Dios
disgustar
disparate
divertirse
docena
dólar
dondequiera
dormir
dormitorio
dueño
dulces
durante
duro

E
ejército
empañarse
empleado
emplear
empleo
encantado
encontrar
enfadarse
enseñar

entera
enterarse
entrada
entrar
entre
entretenido
entrevista
entusiasmarse
entusiasmo
envidiar
equipaje
equivocado
escolar
escoger
espléndida
estacionamiento
estadio
estado
estrecho
estrella
estudiante
estudios
etcétera
examinar
éxito
explorador
extraño

F
folleto
fonógrafo
fortaleza
francés
frente
fuego
fuera
fundador

G
garaje
gasolina
gasto
gerente
globo
gobernador
gobierno
gozar
gordo
guía
gusto

H
habitación
hacha
hacienda
hermoso
hielo
Hispanoamérica
histórico
hogar

I
idiomas
iglesia
indios
informado
ingeniero
insistir en
interés
interesado
interesar
itinerario

J
jardín
jardinero
jefe
juntarse

K
kilos

L
largo
lavandera
levantarse
libertad
libra

llanta
llegada
lleño

M
maestro
maleta
mandar
marido
materna
mediodía
médico
menudo-a menudo
mercado
merendar
metro
miedo
milagro
misa
mitad
moneda

montañoso
motocicleta
mostrar
mundo

N
nadie
negocio
ninguno
nostalgia

O
ocupado
ocurrir
oferta
oficina
ofrecer
orgullo
oro
oso

P
pagar
país
paisaje
palabras
papeles
paquete
parar
parientes
partir
parrilla
pasajero
pasaporte
pasear
pata
patio
paz
pedir
peligroso
pesar
peseta
piedra
piloto
piloto de pruebas
pintor
piscina
planear
plata
plumaje
poblar
portal
posada
preocupación
profesor
prometido
propina
próximo
proyectiles
proyectos
puesto

Q
querido

R
raro
rascacielos
rato
razón
recibidor
recibir
recoger
reconocer
recordar
recuerdo
regar
regresar
reunirse
revista de modas
rey
rico
río
roto
ruido
ruinas

S
sala
sala de estar
salida
santo
sed
sello
sencillo
senda
señal
serenata
siesta
siguiente
sino
sirvienta
sobre
sobrino
sol
soler
solicitud
soltero
sonrisa
sorprendente

subir
sueño

T
tal
taller
tamaño
tarjeta
tazas
temporada
temprano
terremoto
tonta
tontería
torcer
turista

U
últimamente
usar

V
vacante
velocidad
vencer
vendedora
venta
ventilador
verdadero
vida
vidrio
volver
vuelo

Z
zapatería
zapatero

IV. CULTURE

In this level, the facts covered in Level I about Latin America are expanded and developed in order to study in greater depth.

All the topics covered in Levels I and II have to be considered as a base for the study of culture in this level.

This section does not contain a complete list of facts about Latin American countries. The presentation of those facts would necessarily exceed the limits of this guide. But, the most relevant facts have been included in order to enable the teacher to select those to be presented to the class according to its demands. The teacher is free to add or delete, expand or reduce the material according to the specific circumstances of the class.

The recommendation against making these materials objects of pure memorization is restated. The learning of cultural facts by seeking, finding, seeing, drawing, shading, clipping, collecting items, etc., is valuable and has a more permanent effect on the pupils.

A. Latin America

1. **Physical Geography**
   a. **México:** –Mountains: Sierra Madre Occidental, Central Plateau, Volcanic Area (Popocatépetl Ixtaccíhuatl, Orizaba, Particutín) – Rivers: Bravo del Norte (Río Grande) – Climate: Variations due to altitude. Deserts in Sonora, Tropical Jungle in Yucatán.
   b. **Central America:** The Mexican Sierras continue through Central America and join the South American Andes. Volcanic areas. Small rivers. – Climate: Tropical, modified by altitude.
   c. **The Antilles:** They form an arch between the Strait of Yucatán and the coast of Venezuela: Cuba, Jamaica, Santo Domingo (Española), Puerto Rico. – Climate: Tropical
   d. **South America:** Triangular-shaped continent, about the same size as all of North America, Mountains: The Andes, second highest range in the world, with volcanic peaks, some of them active (Chimborazo, highest active volcano in the world). There are two smaller ranges in Guayanas and Brazil. Rivers: Magdalena, the Amazon and its system of tributaries, (the largest in the world, carrying 1/5 of all the fresh water in the face of the earth), the Orinoco, the Plata and its systems (Paraná, Paraguay, Uruguay) Climate: A great variety, depending on latitude and altitude. Snow-capped Mountains on the Equator. Seasons in reverse south of the Equator. The Southern tip (Tierra del Fuego) reaches almost to Antárrtica.

2. **Countries and Cities**

México: Capital: México City – other cities: Guadalajara, Veracruz, Tampico, Monterrey, Mérida
Guatemala: Capital: Guatemala City – Other cities: Antigua, Chichicastenango, Puerto Barrios.
Honduras: Capital: Tegucigalpa–Other cities: Puerto Cortés, San Pedro Sula.
El Salvador: (Smallest country in Spanish America): Capital: San Salvador
Nicaragua: Capital: Managua

Costa Rica: Capital: San Jose – Other cities: Puntarenas
Panamá: Capital: Panamá – Other cities: Colón, Balboa. (The Canal Zone is a territory of the United States for the duration of the Canal Treaty).
Cuba: Capital: Habana – Other cities: Santiago de Cuba, Cienfuegos, Guantánamo, (U.S. Base) República Dominicana: Capital: Santo Domingo (oldest European city of the Continent).
Puerto Rico: Capital: San Juan
Colombia: Capital: Bogotá – Other cities: Barranquilla, Medellín, Cali
Venezuela: Capital: Caracas – Other cities: Maracaibo, La Guaira
Ecuador: Capital: Quito – Other cities: Guayaquil
Peru: Capital: Lima – Other cities: El Callao, Cuzco
Bolivia: Capitals: Sucre (legal capital) La Paz (de facto capital)
Chile: Capital: Santiago de Chile – Other cities: Valparaíso, Antofagasta, Punta Arenas.
Argentina: Capital: Buenos Aires – Other cities: Córdoba, Rosario, Tucumán.
Paraguay: Capital: Asunción
Uruguay: Capital: Montevideo

3. Famous Landmarks
   a. Mexico: Aztec Pyramids (Teotihuacán) Palace of Chapultepec, Monuments a la Revolución, El Paseo de la Reforma, el Zócalo (main square of Mexico City), the Cathedral (largest and oldest in the Continent) Palacio de Bellas Artes, the National University, Gardens of Xochimilco (floating flower gardens) Acapulco, lakes Chapala and Pátzcuaro
   b. Central America: Maya Ruins, (Chichen Itzá), lakes Atitlán, Ruins of Antigua, Panamá Canal
   c. The Antilles: Morro Castle, Cathedral of Santo Domingo with the Tomb of Christopher Columbus – Monument to Columbus
   d. South America: Tomb of Bolívar, in Caracas; Lake Maracaibo y los llanos, Venezuela; Salto del Tequendama in Colombia; Ecuador: The Avenue of the Volcanos: 14 volcanoes lined along the route between Quito and Cuenca. The Indian marker for latitude 0^{o}, very close to the modern marker.
   Peru: Machu Pichu, Inca ruins, Universidad de San Marcos (oldest in the New World)
   Chile: Mount Aconcagua, el Cristo de los Andes (Argentina border), Viña del Mar
   Argentina: Plaza de Mayo, pampas, Salto del Iguazú, el Cristo de los Andes (Chilean border)

4. Products: Latin America produces practically every natural product known, and probably some still unknown. Some of the most important are: Bananas, chinchona (plant from which quinine is extracted) coca, (from which cocaine is extracted) cocoa, coffee, coconuts, corn, cotton, fruit, grapes, hemp, henequén, oranges, pineapples, rice, rubber, sugar cane, timber, tomatoes, wheat, yerba mate, alpaca, cattle, fish, hogs, goats, sheep, seafoods, antimony, copper, diamonds, emeralds, gold, lead, nitrates, oil, platinum, silver, tin, tungsten.

5. People
   a. Early inhabitants: Aztecs, Toltecs, Mayas, Caribs, in Mexico, Central America and the Antilles – Quechua, Inca, Aracanos, Tupi, Guaraní, Patagones, in South America.
   b. Present population ethnic groups:
      1. European: Percentage of people of pure European descent varies, e.g., Mexico has 10%. Spain, Italy, Germany and France are the sources of European population.
      2. Indian: very high percentages where large centers of Indian Cultures existed, before 1500, e.g., México, Perú, Bolivia
      3. Negro: Brought to America as slaves to work on plantations. Large percentages in plantation countries. Almost negligible in countries of small farmers, e.g., Costa Rica, has less than 20% of negro population, with more than 50% of population with Indian blood, either pure or mixed, and 47% of pure European.

6. Historical Characters
   a. *Hernán Cortés, Francisco Pizarro, Ped-*

ro Valdivia – Conquistadores
b. *Montezuma, Cuahutemoc, Athahualpa, Caupolicán* – Indian leaders.
c. *Padres Hidalgo y Morelos, Bolívar, San Martín, Trujillo, Fidel Castro*
d. *Rivera, Orozco*
e. *Cantiflas*

7. Cultural Patterns
a. Picturesque Types: *Charro, Gaucho*
b. Typical Foods: *Tortilla, tamal, taco, enchilada, frijoles*
c. Clothing: *Sarape, rebozo, huaraches, poncho, ruana, mantilla, sombrero* (jipijapa)
d. Dances: *jarabe tapatío, tango, mambo, cha-cha-chá*
e. Instruments: *Marimba, Maracas*

8. Customs and Traditions
a. Family relations: very closely knit, large families, under strict paternal authority. Use of two family names as in Spain. Woman maintains maiden name as in Spain.
b. Boy-girl relation: Serenades, *"paseos"*, Chaperons

SUGGESTED ACTIVITIES

In addition to what has been recommended in Levels I and II, the following list of activities will help to achieve the objectives of Level III (Additional suggestions can be found in the N.Y. State Education Department's publication *"Spanish for Secondary Schools"*, pages 134-139).

I. DRAW
A. A plan of the typical Spanish American city, showing the plaza, the church, town hall, etc.
B. A map of a Latin American country, showing roads and railroads in connection with mountains and rivers.
C. A map of a Latin American country. Label all cities with a population of 100,000 or more.
D. A map of Mexico, indicating the areas occupied by the Mayas, the Toltecs and the Aztecs in 1500 and the route of Cortés.
E. A map of Colonial Mexico including all territories before the emancipation of Texas.
F. A map of California and Mexico, indicating the route of the missionaries (Serra).
G. On map indicated in F, indicate the modern highways
H. A map of the Southwest of the United States, labeling all major places and cities with Spanish names.
I. A map of South America, shading the area occupied by the Inca Empire and the route of Pizarro, labeling the important places.
J. A map of South America, shading the countries liberated by Bolívar and San Martín with two distinctive colors.
K. A map of a South American country indicating products of the area.
L. A map of a South American country with ranges and rivers.

II. LIST
A. Latin American republics organized federally after the U.S. pattern.
B. Present rulers of Latin American countries
C. Nations of Latin America ruled by dictators
D. Patriots who led their countries towards independence
F. Words in common English usage which came from Spanish

III. PREPARE
A. Bulletin board about a particular country in Latin America
B. Bulletin board about bullfighting
C. Current affairs bulletin board with clippings from daily newspapers.

IV. COMPARE
A. School life in Latin America and the U.S.A.
B. Family life in Latin America and the U.S.A. (both urban and rural)
C. Sports practiced by Latin American and U.S. people
D. Entertainments in Latin America and the U.S.A.
E. Customs for dating in Latin America with those of the U.S.A.
F. Latin American house with the U.S. home

V. PLAN
A. An imaginary trip to a Latin-American country accumulating as much information as possible, e.g., Visa requirements, vaccinations, means of transportation, clothes required according to the season, historical and picturesque places to be visited, holidays that will occur while there and forms of their celebration.
B. An imaginary or *real* party, including as many Latin American dishes as possible; a piñata, Spanish songs and dances.

VI. ENCOURAGE LETTER WRITING (individually or collectively).
A. To Spanish pen-pals

B. To the Spanish Embassy and other Latin American countries requesting information about travel in Spain, etc.

C. To the United Nations requesting posters with Spanish captions or material written in Spanish

VII. SPANISH PROVERBS Have pupils memorize the proverb and use it as a response to roll call. Gessler, (see bibliography), has a series of thirty popular proverbs printed on varnished cardboard. Put up a new one each week of the new year.

METHODOLOGY

I. LISTENING

The Level III pupil should hear Spanish spoken by native speakers. In order to provide this listening experience, the teacher should utilize records and tapes the content of which is within the scope of this level. Simple conversation between the pupils and native speakers, e.g., exchange students, can prove enjoyable, motivating and can help to improve listening comprehension.

II. SPEAKING

An "oral warm-up" using familiar material should begin every class period. At this level, the pupil should be encouraged to ask his questions in Spanish and should be expected to respond in Spanish. Class routine expressions should be entirely in Spanish. The use of English should be limited to a brief period at the end of the hour to enable the pupil to ask questions about the more difficult elements of the day's lesson.

III. READING

Reading selections should be graded and varied. New vocabulary and expressions, as well as cultural items, should be presented with the reading material. The density of new words should be limited to one new item in every 35.

The presentation of the reading unit will be preceded by a series of aural-oral drills based on the content of the selection to be read. The new structures which appear in the reading selection will be presented and mastered audio-lingually before being introduced as reading.

Reading aloud any material which has not been previously seen or heard can be detrimental to good pronunciation and intonation.

Choral reading will be gradually replaced by individual recitation. While the first enhances good pronunciation, the latter serves as a check-up for individual variations from the norm and provides opportunities for instant individual and collective corrections.

IV. WRITING

At this level, writing is expanded to include answers to questions based on reading selections, summaries of reading selections and guided compositions within the scope of the materials studied.

SUGGESTIONS FOR A READING LESSON

I. MOTIVATION

A. It should be based on the experiences and interests of pupils.

B. If the selection is part of a story, the connection with previous reading should be made.

C. Occasionally, reading of selections from previous levels of competency is effective in build-up the pupils' confidence.

II. AIMS

A. To develop an understanding of the meaning of the reading selection.

B. To increase the active vocabulary and to acquire passive vocabulary.

C. To learn or increase the control of structural patterns.

D. To acquire cultural appreciation.

E. To provide a frame of reference for conversation.

III. PREPARATION

A. Explanation of new lexical items by means of definitions, synonyms, antonyms, cognates, drawings, gestures, pictures, flashcards and transparencies proceeding from the known to the unknown.

B. Explanation of Structures – by comparison with familiar examples of previously mastered structures. New structures should be introduced and practiced audio-lingually.

The use of English is sometimes expedient.

IV. READING

A. Mechanics

1. Oral by teacher. Books closed.
2. Oral by teacher. Books open.
3. Choral reading. The teacher repeats the oral reading in short phrases and with pauses. The pupils repeat the phrases in chorus while reading from the text.
4. Silent reading.
5. Choral reading of the entire selection.
6. Individual oral reading as pupils demonstrative proficiency.

B. Comprehension check

1. Questions and answers
   a. Factual
   b. Personal
2. Modified true-false statements. If state-

ment is false, change the word or expression to make it true.

3. Multiple choice items, oral-aural or written.
4. Completion. (e.g. *Pablo tiene diez años. No es viejo; es* _____).
5. Summaries
   a. Oral or written in the foreign language.
   b. Written, in English
   c. Dictated summary

C. Assignment
1. Rereading of the passage
2. Writing answers to selected questions based on the selection
3. Writing a summary in English
4. Using new lexical items in familiar patterns.

EVALUATION

The procedures of testing which were developed quite fully in Level I, can be adapted to the program in Level III. While the basic testing principles remain unchanged, the material will need to be modified for the Level III pupil. The suggestions listed below are in addition to the procedures outlined for Level I, (p. 25):

I. LISTENING COMPREHENSION

A. A question is asked on a short passage (3-4 lines) by the teacher. The pupil chooses the correct response from four alternatives on the test paper. Both the question and passage are read twice. The content of the passages should contain familiar material.

B. Written or oral answers in complete sentences to direct questions, presented orally.

C. Dictation of material that is already familiar through audio-lingual experience and reading. The dictations should be short and frequent.

II. SPEAKING

A. Have pupil read aloud a passage that is already familiar. This will check intonation, pronunciation and comprehension.

B. Have pupils answer questions orally.

C. Oral description of pictures, filmstrips, transparencies, etc.

D. Directed Dialogue. In English or Spanish, the teacher instructs a pupil to initiate a conversation by asking another pupil about his school program, his home, his favorite forms of recreation, his friends, etc.

III. READING

See p.25-28– Comprehension check in the Model Lesson Plan.

IV. WRITING

A. Rejoinders to statements and responses to questions or commands.

B. Short or complete answers to auditory comprehension exercises.

C. Answers written to a series of oral or written questions to make a unified composition, e.g.,

¿Dónde vas este verano?

¿Con quién irás?

¿Cuáles ciudades piensas visitar?

D. Description of pictures, filmstrips, transparencies, etc. This can be coordinate with cultural themes or can be a description of an action sequence.

LEVEL IV

GUIDING PRINCIPLES

The four skills should be more thoroughly integrated in Level IV. Listening and speaking skills are further developed as the pupil participates in discussions, in Spanish, of reading selections taken from textbooks, newspapers, magazines, etc. The reading material and the listening, speaking and writing activities should be coordinated with the teaching of culture. Some extensive or supplementary reading will be done at this level.

In order to obtain a better understanding and appreciation of the Spanish people and their civilization, abundant audio-visual materials and field trips are essential.

Class sessions should be conducted entirely in Spanish and pupils should be expected to speak Spanish.

OBJECTIVES

I. Linguistic

A. To develop the understanding and speaking of Spanish to the highest possible level.

B. To develop further skill in reading.

C. To write more skillfully dictations and directed compositions.

II. Cultural

Culture will be the expansion of previous topics with an emphasis on *deep culture*.

CONTENT AND SCOPE

In Level IV, the pupil continues his involvement in the Hispanic way of life, emphasizing the use of leisure time.

I. TOPICS

A. Recreation
1. Swimming
2. Baseball
3. Football
4. Tennis
5. Skating
6. Horsemanship, riding

B. Various Activities
1. Orchestra
2. Bank
3. Dramatic performances
4. Meetings

C. Holidays
1. Festivals, parties
2. Parades
3. Bullfights

D. Favorite Pastimes
1. Records
2. Books
3. Studying

E. Vacation
1. Movies
2. Boating
3. Skiing

II. STRUCTURES

Some new structures will be introduced at this level. However, the ability to converse depends on the mastery of all the structures within the four levels. Therefore, a constant review of all structures is essential to achieve the goals of language learning.

A. Articles
1. Use with titles in indirect address: *El señor Méndez tiene catarro.*
2. Omission with titles in direct address: *Buenos días, señor Méndez.*
3. Use with nouns as in *nostros los americanos.*
4. Omission with class nouns *Soy democrata. Soy republicano.*
5. Used with an infinitive to form a verbal noun.

B. Nouns
1. Diminutives and augmentatives *hermano-hermanito, hombre-hombrón*
2. Collective nouns and their agreement with the verb *La familia tiene muchos miembros.*

C. Adjectives
1. Common adjectives whose meanings change with their position. *el pobre hombre, el hombre pobre.*
2. Prepositional phrases. *la casa de piedra, el reloj de oro.*

D. Prepositions — uses of *por* and *para*
1. *Por* — through, by, for the sake of, and time (during which)
2. *Para* — purpose, destination and definite point of future time.

E. Verbs
1. Present participle with progressive tenses
2. Past participle with compound tenses
3. Imperfect subjunctive
4. Passive Voice
   a. true passive
   b. reflexive construction

III. VOCABULARY

A. Topical Vocabulary

This list is an extension of previous listings and serves as an aid to conversation and composition.

Favorite Pastimes
asignatura
ciencia
lector
lectura
músico
periódico

Holidays
amistad
amoldarse
apetito
banderilla
banderillero
maravilloso

Recreation
aficionado
ajedrez
balampié
campeón
cancha

capitán
carrera
cazar
competidores
competir
demostrar
deportivo
jugador
juzgar
montar
patinar
patines de ruedo
premio
recreo
reglas
sustituir
tablero
taquilla
victoria
acto
actor
actriz
admirar
aprobar
aprovechar
asunto
atardecer
auditorio
autor
avisar
billete
bromista
cartel
concurso
coro
discurso
elegir
empezar
empresa
enseñanza
entreacto
función
imitar
impresionante
impresionar
iniciar
pieza
representación
representante
resumen
sociedad
tragedia

Vacation
aeropuerto
alimento
arboleda
baúl
billete
bosque
cámera
camión
campestre
choque
despacho
dineral
distancia
distraerse
finca
fotografía
guía
guiar
habitante
hermosura
ley
metro
multa
naturaleza
peligros
pico
poblador
puente
puerto
regreso
ruinas
tránsito
tranvía
valle
vecino
viajero
visitante
vistoso

B. Everyday Expressions

a caballo
al fondo
al revés
anda y entra en
dar una vuelta
de pronto
de repente
en cambio
en cuanto
en punto
llevar a cabo
no contar con
no hacerse ilusiones
otro gallo nos cantaría
por consiguiente
por entre

por poco
salirse con la suya
sin embargo
tocarle a alguien
voy corriendo

C. Alphabetical Checklist

To be used as an aid to reading and the preparation of test materials.

A
aburrido
acto
actor
actriz
actual
adelantar
además de
adivinar
admirar
aduana
aduanero
aeropuerto
aficionado
afortunadamente
agradecer
agradecido
agradecimiento
águila
aislar
ajedrez
alfombra
algodón
alimento
altura
amante
amistad
amoldarse
andar
anochecer
anteojos
aparecer
apetito
aprobar
aprovechar
arboleda
arena
arrodillarse
asignatura
asistir
asomar
aspecto
asunto
atardecer
auditorio
autor
avanzado
avisar
ayuntamiento

B
balompié
banderilla
banderillero
barba
barbería
barro
batalla
baúl
belleza
bello
billete
boda
bolos
bondadoso
bosque
bromista

C
caja
callejón
cámara
camarón
camión
campeón
campestre
cancha
cañon
capitán
carácter
carpintero
cartel
carrera
carroza
castigo
caza
cazar
ciencia
cobarde
cola
colocar
competidores
competir
concurso
consejo
coro
cuadrilla
cubrir
cuidar
cuñado

CH
chasco
choque

D
delgado
demostrar
dependiente
deportivo
derechos
desanimar
desaprobar
descansar
descanso
desconocido
despacho
diablo
dineral
discurso
distancia
distraerse
dócil

E
elegir
emparedado
empezar
empresa
encantador
enseñanza
entreacto
entregar
entretenerse
entusiasta
enviar
escaparate
escapar de
escritor
esperanza
esqueleto
explicación

F
fábrica
fácilmente
familiar
finca
flaco
forma
fotografía
fracaso
francamente
frontera
fuente
función

G
gabinete
general
genio
gripe
gritar
guapo
guerra
guía
guiar

H
hábil
habitante
hacia
hallar
harto
hermosura
hilo
historiador
hombros
honrado
hue[illegible]

I
imitar
impedir
importancia
impresionante
impresionar
impuesto
incómodo
incorrecto
indigestión
iniciar
inmenso
inundación

J
jamás
juez
jugador
justicia
juzgar

L
laboratorio
lana
lavandería
lavarse
lector
lectura
lechuga
lentamente
lentes

lento
ley
luchar
llave

M
madrugada
maíz
mamá
mantel
manzana
máquina
maravilloso
matar
matrimonio
mayor
mayoría
mercancía
merienda
merecer
metro
moda
modista
monos
montar
morir
muebles
muerto
multa
músculo
músico

N
nacer
naturaleza
niebla
niño
nombrar

O
obra
obsequiar
odiar
odio
oficio
olvidar
oponerse
opuesto
orgulloso
orilla
originarse
oscuridad
oveja

P
paciente
pálido
par
paraíso
paredes
patinar
patines de ruedo
peligros
pena
pensamiento
periódico
permitir
pesado
pico
piel
pieza
piso
poblador
poeta
postre
premio
preparativo
presumido
pretender
puente
puerto
puesta del sol
pulmones

R
raíz
ramo
rápidamente
rayón
recreo
región
reglas
regreso
relámpago
repasar
representación
representante
represente
restaurar
resumen
revolución
revolver
rey
risa
rogar
rosbif
ruina

S
salida del sol
salón de belleza
saltar
salto
satisfecho
se
secar
secretaria
senador
servicio
siglo
significar
sinogoga
sobre
sobretodo
sociedad
sonar
sonreír
sospechar
suceder
sucio
suegra
suegro
suficiente
sugerir
suma
sustituir

T
tablero
taquillo
tejedor
tejer
título
tormenta
tos
trabajador
traducir
tragedia
tránsito
tranvía
trasladar
trayecto
trenza
trueno
tuyo

U
universidad
útil

V
vaca
vagón
valor
valle
varios
vecino
vejez
viajero
victoria
vicuña
vigilar
visitante
vistoso
vivo
vocabulario

Y
yerno

Z
zorro

IV. CULTURE

In Level IV, the emphasis should be on *deep culture,* including the following topics about the Spanish-speaking people.

A. Individual Characteristics

1. Pride, self-respect and bravery: *"Machismo"*
2. The place of women
3. Love for tradition and conservatism
4. Hospitality
5. Humor

B. Group Relations

1. Friendships, clubs and organizations
2. Courtship
3. Milestones of social life: weddings, births, christenings and funerals
4. Political activities: loyalty

C. Amusements

1. Recreations
2. Sports
3. Hobbies

D. Governmental Problems

1. Classes and status symbols
2. Racial problems
3. Poverty
4. Education
5. Political instability

The teacher may use or expand the formal cultural topics suggested for Levels II and III in order to provide pupils with examples of the topics listed for Level IV.

SUGGESTED ACTIVITIES

Participation in the organization of a Christmas Assembly, Pan American Day celebration, or an International Festival, etc., in conjunction with the foreign language department, art department, music department, and Council of World Affairs or American Field Service.

Make a file of current events about one particular Spanish-speaking country. The countries may be assigned to several students and by the end of the year their cumulative efforts may be displayed.

Organize a Spanish skit for an Assembly program presented to the entire school, e.g., a mock bullfight.

Sing folk tunes or current popular Spanish and Spanish American songs.

Typical holidays – Make greeting cards and appropriate classroom decorations.

Have talented pupils play Spanish and Spanish American compositions using typical instruments.

Plan field trips to Kleinhans, Studio Arena, local colleges, Albright-Knox – e.g., *Man of La Mancha, Andrés Segovia.*

Perform in class scenes from well-known Spanish plays.

Subscribe to Spanish magazines and newspapers. Cutouts from old copies can be used for bulletin board displays.

Have pupils prepare dialogues based on a center of interest, e.g., the restaurant, how to drive a car, a date, a party, how to earn spending money.

Have pupils prepare imaginary telephone conversations in Spanish on various subjects, e.g., shopping or social events.

Play games based on culture.

a. Who am I? Pupil relates facts about a famous person and classmates try to guess the identity.
b. Ask me a question. Class asks questions to find the identity of a pupil impersonating a famous Spaniard.

For supplementary reading, the following texts can be ordered from the approved list:

Así es España	*El Frijolito Saltón*
Respetable Público	*Graded Spanish Reader VI-X*
La Nela	*Tres Comedias*

Have pupils read letters from pen-pals with answers to questions that have been asked regarding schools, fashions, recreation, cuisine and other items of area culture.

METHODOLOGY

The techniques suggested for use in Level III form the basis for reaching the objectives in the Level IV program.

Tapes and records will bring into the classroom the sounds and viewpoints of a variety of Spaniards. (Taped pen-pals provide excellent models).

The teacher should encourage informal conversational groups. Topics for discussion can center on areas of real interest to young people. Oral reports in simple Spanish followed by brief questions and answer periods can focus on the major features of Spanish civilization.

Reading material will include works of literary merit as well as selections from foreign newspapers and magazines.

Pupils continue to write what they can say. Letter writing to pen-pals can now be done in the foreign language.

The New York State Curriculum Guide (p. 207-219) contains a model lesson which demonstrates the use of material to develop audio-lingual competency on a cultural topic.

EVALUATION

The manner of testing the four skills in Level I and more fully developed in Level III continues to be valid in Level IV. There will be a necessary adaptation of materials and format to recognize the changing interests, maturity and further language competency of a fourth level pupil.

By this time, the pupil should be confident of his ability to communicate in Spanish in practical situations. Testing materials can reflect a variety of situations: e.g., telephone conversations, simple shopping procedures, social small-talk, getting and giving directions, making appointments, understanding and discussing news broadcasts and weather reports, and sports.

Audio-visual aids will check identification of: musical selections, paintings, monuments and literary excerpts. Scenes from sound movies, filmstrips, tapes and records can serve as material for auditory comprehension. A picture, a cartoon or a film can provide the stimulus for a brief oral

or written report. Ask the pupils to tell or write what they see.

Recitation of selected poems will test pronunciation, intonation as well as understanding. Similarly, pupils may be asked to present short skits.

Matching tests provide means of identifying important personalities, events, and places, and checking vocabularies through synonyms and antonyms.

The pupil may be given a passage written in one tense and be asked to put it in another, e.g., future to present.

The pupil may be asked to use idiomatic expressions correctly in a sentence.

APPENDIX I
Celebration of Holidays

The purpose of the observance of the following monthly programs is solely for "awareness". No attempt should be made to have pupils memorize the following information. Rather, an effort should be made to inform them of the various historical, social and religious traditions that help form the Latin American character.

Holidays of certain importance in the Spanish-speaking world constitute a motive for a cultural activity which can set a change of pace in the regular classroom procedures. The following have been selected among the many days of the year which are holidays in the Hispanic world. This selection does not constitute a closed number. The teacher can add or delete from the classroom calendar as he sees fit.

1. Date: *16 de septiembre (1810)*
   Event: *El Grito de Dolores*
   Significance: First important successful revolution in Latin America. Independence of Mexico from Spain.

2. Date: *12 de octubre (1492)*
   Event: *El Día de la Raza*
   Significance: Discovery of America

3. Date: *2 de noviembre*
   Event: *Día de los Difuntos*
   Significance: General day of mourning.

4. Date: *el 25 de diciembre*
   Event: *La Navidad*
   Significance: Christian celebration of the birth of Christ.

   Note: Reference can also be made to the *año viejo* and *año nuevo* days (December 31, January 1). They represent time for thanksgiving that God has granted one year of life.

5. Date: *el seis de enero*
   Event: *el día de los Reyes Magos*
   Significance: The visit of the three Wisemen to the stable bearing gifts for the infant Christ. Oldest of Christian Yuletide celebrations.

6. Date: Movable Feast: Tuesday preceding Lent
   Event: Carnival day of great feasting and merriment before Ash Wednesday *(día de Cenizas)* and Lent *(la Cuaresma)*
   Significance: Celebration before a time of fasting and self-denial.

7. Date: *Viernes Santo* (Friday of Holy Week)
   Event: Religious observance commemorating the death of Christ.
   Significance: The Good Friday processions depict the suffering Christ, rather than the Resurrected Christ. Identification of the great masses of poor is with the victimized rather than with the triumphant Christ.

8. Date: *el 14 de abril*
   Event: *Día Panamericano*
   Significance: Commemorates the creation of the Pan American Union, organized in 1899. The first celebration was in 1931 to enhance better relations among American countries.

9. Date: *el 23 de abril*
   Event: *el Día del Idioma*
   Significance: Instituted on the centennial celebration of the birth of *Cervantes*, this holiday is celebrated in all Spanish speaking countries.

10. Date: *el dos de mayo (1808)*
    Event: *Guerra de Independencia de España*
    Significance: Napoleón invaded Spain to create a puppet kingdom with his brother Joseph as King. The holiday commemorates the final defeat of Napoleón in 1814.

11. Date: *el 15 de mayo, 1864*
    Event: *Segunda Independencia de México*
    Significance: The holiday commemorates the overthrow of the Maximiliano government by *Juarez* which brought an end to French influence in Mexico.

APPENDIX II
Location of Supplementary Instructional Materials

I. Board of Education

A. Films – in Audio-Visual Department

Buenos Dias, Carmelita (B & W) – 18 min.
Cada Dia se Mas (Color) – 10 min.
Children of Mexico
Corazon de Castilla (Color) – 10 min.
El Cumpleanos de Pepita (Color) – 16 min.
El Organillero de Madrid (Color) – 14 min.
Madrid (Color) – 10 min.
Mexico – 11 min.
People of Buenos Aires – 10 min.
People of Country Estates – 11 min.
People of Mexico – 11 min.
People of the Plantations – 11 min.
Pueblitos de Mexico (Color) – 10 min.
Spanish Children – 11 min.
Why Study Foreign Languages? (B&W) –11 min.

B. Filmstrips – in Office of Director of Foreign Languages

Amusements
Esto es Espana, Parts I and II
Fiesta
Food and Clothing
Idioms
La Ciudad
La Vida en La Isla de Janitzio
National Gallery of Art
Travelling

II. Buffalo and Erie County Public Library – Central Library

A. Films

The Amazon (Color) – 21 min.
Argentina (Color) – 16 min.
The Day *Manolete* Was Killed (B&W) –19 min.
Mexico City: Pattern for Progress (Color) – 17 min.
Mexico: Land of Color and Contrast (Color) 16 min.
The Panama Canal, Gateway to the World (Color) 14 min.
Pancho (Color) – 6 min.
Peru (Color) – 17 min.
The Philippines(Color) – 14 min.
Picasso (Color) – 50 min.
Puerto Rico (Color) – 15 min.
Rafael Mendez (B&W) – 26 min.
South America (Color) – 27 min.
Village of Spain (Color) – 21 min.

B. Records

Basque: España Canta, Basque quintet	BJ 337
Cuba: Cuban Festival (Afro-Cuban)	BJ 573
Spain: *Niño de Alicante* (Guitar)	BJ 576
Cataluña: Sardanas	BJ 638
Cuban Folk Dances	BJ 51
Music of Honduras	BJ 208
Exotic Dances from Panamá	BJ 520
Music from Puerto Rico	BJ 229
Andalucía: Flamenco	BJ 105
Music from Venezuela	BJ 523
Selection from Mexico	BJ 571
Selections from Cuba, Bolivia and Chile	BJ 171
Forkloric Music from Bolivia	BJ 578
Latin American Rhapsody	BJ 549
Music from Paragúay	BJ 318
Music from Colombia	BJ 192
Latin America: *Laurindo Almeida y su grupo*	BJ 142
México: Indian Lore	BJ 99
México: *Mariachis*	BJ 418
Sones de México	BJ 195
Music from Perú	BJ 44
Caribbean Music: Puerto Rico and Colombia	BJ 344
Flamenco Fury	BJ 660
Flamenco Music	BJ 338
Anthology of Spanish Music	BJ 391
Folkloric dances from Spain, *jotas, sardanas*	BJ 50
Argentina, Choral and orchestra	BJ 395
Argentina, solo and guitar	BJ 92
Basque, Maitea Chorus	BJ 189
Music from Bolivia	BJ 281
Music from Chile	BJ 397
Music from Chile	BJ 324
Music from Latin America	BP 62
Latin American Festival	BJ 420
Latin American Folk Songs	BJ 152
México	BJ 416
Mariachis	BJ 409
200 years of folk songs	BJ 282-283
Mexico	BJ 27
Treasury of Latin American Music	BJ 430
Ima Sumac: The Voice of Ixtbay	BP 74a
Christmas in Spain (Orpheum)	BH572
Christmas Music	BJ 93
Flamenco Music	BJ 185
Flamenco Music	BJ 29
Spanish Folk Songs	BJ 5
Victoria de los Angeles sings folk music	BH262
Folk songs of Spain	BJ 275

ZARZUELAS' RECORDS

Buffalo and Erie County Public Library, Music Dept.

La Verbena de la Paloma (Breton)	BF 502
La Bruja (Chapi)	BE 193
El puñao de rosas (Chapi)	BE 208
La revoltosa (Chapi)	BF 186
La fiesta de San Anton (Torregrosa)	BE 12
La caramba (Moreno Torroba)	BE 193
Cecilia Valdes (Roig) *Cuban*	BE 269
Los Slaveles (Serrano) *La dolorosa* (Serrano)	BE 247
Doña Francisquita (Vives)	BE 237
Agua, Azucarillos y Aguardiente (Chueca)	BA 937

III. **Buffalo Museum of Science – Visual Education Division –(see catalog)**

IV. **Buffalo Public Schools**

Eschuchar y Cantar Records – Easy songs to sing in the classroom
Español: Entender y Hablar.

V. **Other Sources of Materials**

Consulados y Embajadas de las Republicas Hispanoaméricanas
Hispanic Society of America, Broadway between 155th and 156th Streets, New York City, New York
Ministerio de Educacion, Ministerio de Cultura y Ministerio de Información y Turismo, Madrid, España
New York State Department of Commerce
New York State Department of Health
Pan American Union, Washington 6, D.C.
Spanish Tourist Office, 485 Madison Avenue, New York, New York
State University College at Buffalo, Audio-Visual Center
State University of New York at Buffalo, Audio-Visual Center
U.S. Department of Health, Education and Welfare, Office of Education

VI. **Publisher – Realia, Games, Display and Audio-Visual Materials**

Gessler Publisher Co., Inc. 131 East 23rd Street, New York, New York 10010
Goldsmith's Music Shop, Inc. Language Department, 401 West 42nd Street, New York, New York 10036
Wible Language Institute, 24 South 8th Street, Allentown, Pennsylvania 18105

ADDITIONAL LIST OF MATERIALS

This list contains helpful materials that can be purchased from the sources indicated if they have not yet been acquired by the Board of Education or individual schools.

A. **Filmstrips**

1. On Mexico

"Mexico, Our Friendly Neighbor", No. 97, the complete series. 97-A (Historical Background), 97-B (Geographical Background), 97-C (The People, their Dress, Homes and Food). 97-D (Fiestas, Recreations, Education, Markets and Handicrafts), 97-E (Agriculture), 97-F (Natural Resources and Major Industries), 97-G (Fishing, Livestock, Transportation and Communication), 97-H (Mexico City), 97-I (Other Cities). (Eye Gate House Inc.)

2. On Central America

"Mexico and Central America", No. 8604 (People of Guatemala), No. 8605 (Costa Rica, the Rich Coast (Encyclopaedia Britannica)

3. On South America

"South America: A regional study", No. 67, especially the strips, 67-B (Historic Background), 67-C (The Geography of South America), 67-D (Life in the Tropical Forest), 67-E (Life in the high mountains), 67-F (Farm Lands and Southern South America), 67-1 (Animal Life in South America. (Eye Gate House, Inc.)

"South America: The ABC Countries, Uruguay and Paraguay No. 137, especially strips 127-A (Argentina; The Land and the People), 137-B (Argentina; Resources, Industries and Products), 137-F (Chile-The Land), 137-G (Chile: The People and their Work), 137-H (Paraguay, the Land, the People, the Industries), 137-I (Uruguay), (Eye Gate House, Inc.)

"South America: No. 402151 (Argentina), No. 402154 (Chile), No. 402155 (Colombia), No. 402156 (Perú), No. 402157 (Venezuela), (McGraw-Hill Book Company)

4. On Spain and the Conquest

"Spanish Explorers" No. 60, entire series A-1. (Eye Gate House Inc.) "Cities of Europe" (Madrid, Toledo, La Alhambra) No. 8832, C-Si. "Toledo, Fortress City of Spain" No. 8836, C-Si. "Granada" No. 8837, C-Si. "Madrid" No. 8835, C-Si. "Two Spanish Towns" No. 8902, C-Si. "Family of Spain" No. 10891, C-Si. (Encyclopaedia Britannica)

5. Miscellaneous
"The Incas, the Mayas, the Aztecs" No. 10631, C-Si (Encyclopaedia Britannica)

B. **Films (16mm, sound)**

1. *"Juan y Maria"* Series: *"La Escuela"* (11 min., color) (Charles Cahill)

2. *"El jardín Zoológico"* (11 min., color) (Charles Cahill)

3. *"Mexico, Land of Color and Contrast"* (16 min., color) (Charles Cahill)

4. *"Spain and Portugal on the Threshold of Success"* (19 min.,color) (McGraw-Hill) from the Modern Europe Geographic Series.

C. **Transparencies for Overhead Projector**

Spanish: 3M Business Products Sales, Inc.
3033 Baknville Road
Pittsburgh, Pennsylvania 15216

D. **Display Pictures in Color**

Mexico, The Cities; Mexico, the Countryside
Society for Visual Education, Inc.
1345 Diversy Parkway, Chicago, Illinois

E. **Key to Sources**

Eye Gate House Inc., 146-01 Archer Avenue, Jamaica, New York 11435
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036
Encyclopaedia Britannica, North Michigan Avenue, Chicago, Illinois
Charles Cahill and Associates, Inc., P.O. Box 3220, Hollywood, California 90028

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